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ANNUAL REPORT

1903



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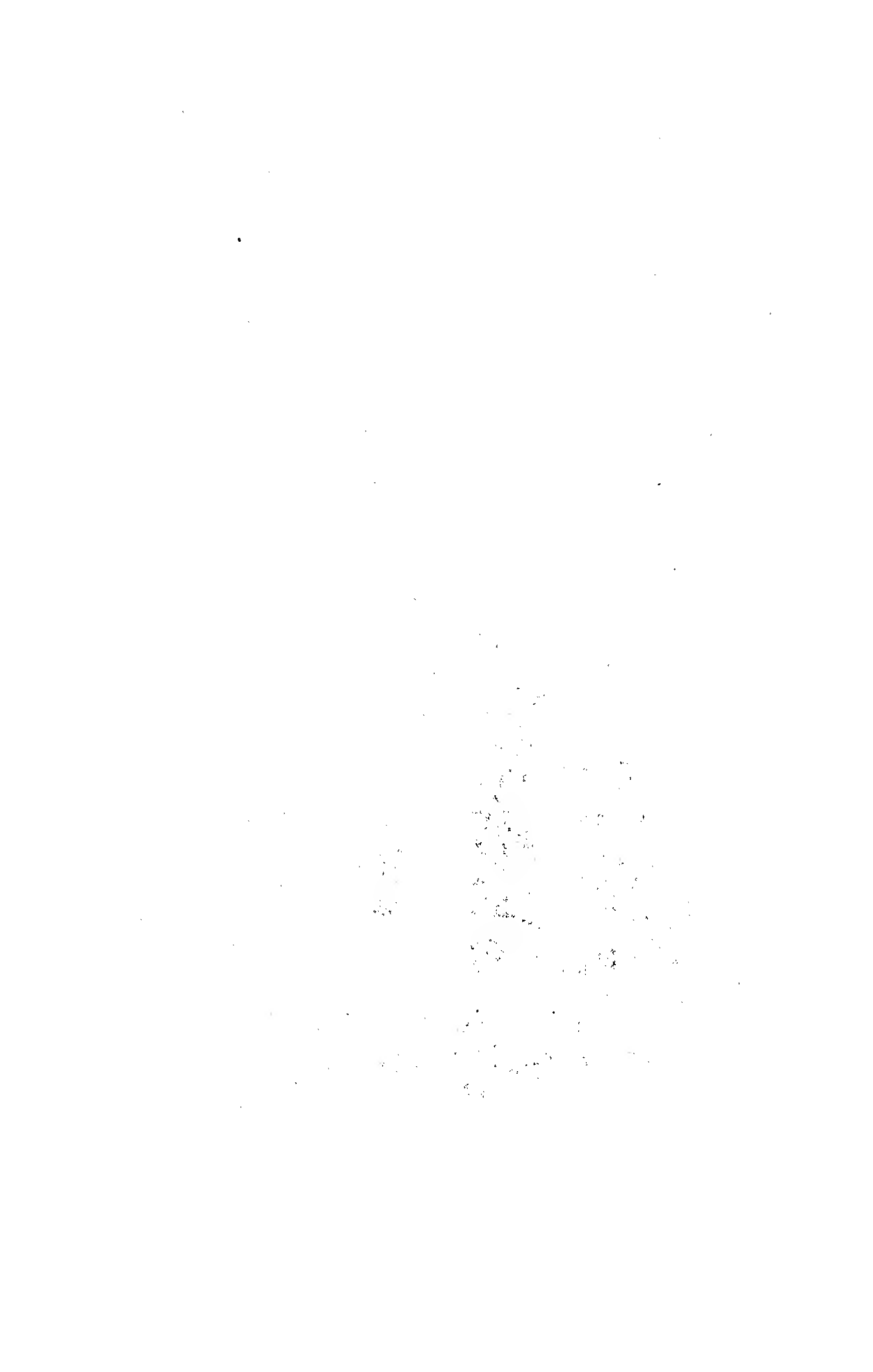
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PUBLIC SCHOOL, EDMONTON, ALBERTA.



ANNUAL REPORT  
OF THE  
Department of Education  
OF THE  
NORTH-WEST TERRITORIES

1903

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PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



REGINA  
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DEPARTMENT OF EDUCATION,

REGINA, *April 15th, 1904.*

*To His Honour*

AMÉDÉE EMMANUEL FORGET,

*Lieutenant Governor of the North-West Territories.*

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1903.

I have the honour to be,

Sir,

Your obedient servant,

F. W. G. HAULTAIN,

*Commissioner of Education.*

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# DEPARTMENT OF EDUCATION.

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PART I.  
GENERAL REPORT AND STATISTICS.  
1903

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# REPORT

OF THE

## DEPUTY COMMISSIONER.

DEPARTMENT OF EDUCATION,  
REGINA, N.W.T., *April 15th, 1904.*

F. W. G. HAULTAIN, Esq., M.L.A.,  
*Commissioner of Education.*

SIR,—I have the honour to submit herewith the Annual Report of the Department of Education for the school year ending December 31st, 1903.

The attention of the department throughout the year was very largely confined to the ever-increasing correspondence relating to the formation of school districts, alterations in their boundaries, debentures, supply of teachers, and other kindred subjects. With the rush of settlement this class of correspondence has increased to such an extent, and the importance of dealing as promptly as possible with all inquiries pertaining to the early organisation of schools is so vital, that it was deemed advisable to concentrate the energies of the department on this and other purely routine work. As a consequence other matters of prime consideration have necessarily been neglected to some extent.

During the early part of the year steps were taken to arrange for a revision of the course of studies for the first five standards of our schools, commonly called the public school standards. This revision is now well advanced, and it is hoped that it will be in shape to be submitted to the Educational Council at its annual meeting in July.

Another matter that has engaged the attention of the department is the authorisation of a new set of readers and history text books for public school standards. As these books when authorised will doubtless be in use in our schools for many years an effort is being made to secure text books that will be up-to-date not only in their binding, illustrations, printing and method of treatment, but also in being specially adapted to the needs and conditions of our schools. Heretofore, owing to the limited market for the sale of school books in the Territories, the department has had to authorise text books prepared for schools in other parts of Canada and elsewhere. It is now believed that the time has arrived when publishers will gladly undertake to supply us with text books prepared with a view to meet the requirements of our course of studies.

## EDUCATIONAL COUNCIL.

The second meeting of the Educational Council was held at the Normal School, Regina, on July 24th, 1903. Mr. N. D. Beck, of Edmonton, was re-elected chairman and Mr. Jas. Short, of Calgary, secretary. A number of changes in the course of studies for Standards V-VIII and in the regulations governing the examinations for these standards were considered by the Council and approved. These changes will be found embodied in the regulations which are printed as appendix D to this report. It will be noted that the new course of studies for Standard V pupils provides that the following shall be optional subjects of study for pupils who do not wish to take the departmental examination, viz.: Algebra, geometry, bookkeeping, agriculture and music. Penmanship has also been made a subject of examination for this standard.

## SCHOOL DISTRICTS ORGANISED.

The past three years have witnessed a very marked increase in the number of new districts formed. It was thought the limit had been reached in 1902 when 119 districts were organised. This number, however, was increased by 47 last year. In all no less than 255 petitions reached the department. Of these 166 resulted in the formation of new districts, 34 were abandoned or voted down by the ratepayers, and 55 were carried forward for consideration this year. Of the districts organised 69 are situated in Assiniboia, 67 in Alberta, and 30 in Saskatchewan.

That there will be a still greater increase in the number of districts formed this year is now an assured fact. At this date (April 15th) the department has already dealt with 184 petitions and in addition the necessary blank forms and instructions have been forwarded to 70 settlements that have applied for the same. From present indications it would appear that before the close of the year between 225 and 250 new districts will be added to our list.

The following figures taken from last year's report are reprinted for the purpose of showing the rapid increase in the number of new districts for the past eight years: 40, 21, 22, 51, 49, 83, 119, 166.

The organisation of such a large number of districts in such a comparatively short time has greatly increased the burdens and responsibilities of the department. The office staff has been increased, additional instructors have been appointed for the Normal School, the number of inspectors has been added to, and legislative provision has been made for the payment of grants to all new schools. Although these increases have cast a heavy burden on the Treasury Department it is gratifying to know that the increase in the cost of education is directly attributable to the interest manifested by new settlers in providing educational facilities for their children. It augurs well for the future of our country that those who are seeking homes in our midst should shortly after their arrival take such an active interest in the establishment of schools.

## ATTENDANCE.

During the year under review the increase in attendance has been the greatest in the history of our schools. For the years 1899 to 1903

inclusive the enrolment of pupils was 18,801, 20,343, 23,837, 27,441 and 33,191. The percentage of increase for each of these years was respectively 12, 8, 17, 16 and 21. Of the 5,750 new pupils whose names were registered last year it would appear that the great majority entered the first three standards. As shown in Table 4 in the accompanying statistics the increased enrolment in Standards I-III was 4,611, while the increase in Standards IV-VIII was only 1,139. The same table also shows that of all the pupils registered last year no less than 82 per cent. were in the first three standards.

The total enrolment of pupils in high school standards (VI, VII and VIII) during the years 1899 to 1903 was respectively 404, 415, 514, 581 and 706. In 1903 the enrolment was 2.12 per cent. of the total pupils registered.

The average attendance of pupils for the past year was 16,321, as compared with 13,766 for the previous year. This average represents 50 per cent. of the total enrolment. In other words, of every 100 pupils registered an average of 50 attended regularly for the days their respective schools were in operation.

#### LENGTH OF SCHOOL YEAR.

The average number of days all schools were open was 182.27, an increase of 5.53 days. In calculating this average the method referred to on page 12 of the report for 1902 has again been followed. This average indicates that each of the 16,321 pupils who were in average attendance were present at school 182.27 days, while the average amount of schooling received by the 33,191 pupils enrolled was about 90 days. In rural districts the average number of days schools were open was 164.85, as compared with 202.84 for town and village districts.

#### RECEIPTS AND EXPENDITURES.

The figures given in Table 9 in the statistics were compiled from the annual financial statements received from 736 of the 743 districts that had schools in operation during the year. The total receipts of these districts amounted to \$1,154,875.36, or an increase of \$327,273.51 over 1902, and an increase of \$534,612.60 over 1901. The principal sources of revenue were, in round numbers: Sale of debentures \$166,000.00, taxes \$418,000.00, grants \$172,000.00, temporary loans \$283,000.00. The total expenditures for these districts amounted to \$1,066,602.32, leaving a balance of cash on hand of \$88,273.04. The main items of expenditure were: teachers' salaries \$400,000.00, officials' salaries \$23,000.00, school buildings and repairs \$179,000.00, repayment of temporary loans \$275,000.00.

The following figures taken from the reports of the department for the years 1899 to 1903 inclusive will be of interest as indicating to some extent the increased burdens which have been cast on the taxpayers of the Territories in support of schools. The amounts given for these years were compiled from returns received from the following number of districts respectively, 450, 482, 554, 626 and 736. The total amount of taxes collected during each of these years was in round numbers \$171,000.00, \$186,000.00, \$243,000.00, \$336,000.00 and \$418,000.00. The government grants paid in support of these schools for the same years

amounted to \$126,000.00, \$150,000.00, \$164,000.00, \$153,000.00 and \$172,000.00. It will thus be noted that while there has been an increase in five years of over 140 per cent. in the amount of taxes levied the grants for the same period have increased only about 36 per cent.

#### ASSETS AND LIABILITIES.

The assets of the 736 districts referred to in the preceding paragraph total \$1,448,620.91, or an improvement of \$302,302.34 over those of 1902. The aggregate value of school buildings and grounds is estimated at \$929,885.75, furniture and apparatus \$134,780.15 and school libraries \$10,785.41. The total arrears of taxes due these districts at the close of the year amounted to \$181,087.06, of which some \$141,653.61 were owing to rural districts.

The total liabilities of districts at the close of the year amounted to \$708,065.96, of which about \$539,000.00 were due on debentures that have not matured. The amount due to teachers was about \$54,000.00, while outstanding accounts were estimated at \$111,500.00. Compared with the returns for the year 1902 the excess of assets over liabilities shows an improvement of \$152,681.13, as compared with \$106,414.93 for the previous year.

Of the assets above mentioned there is one item that calls for passing reference, namely, arrears of taxes. At the close of the year the arrears of taxes due to rural districts amounted to over \$141,000.00, while the amount collected by these districts was \$225,000.00. That such a large amount of taxes should be outstanding is due to several causes, the more important of which are: (1) By *The School Assessment Ordinance* of 1901 the power to sell lands for arrears of taxes was taken away from boards of trustees; (2) during the past two years vast quantities of railways and other lands have been purchased by speculators who as a rule delay the payment of taxes as long as possible; (3) the authority vested in the Commissioner of Public Works to compel the payment of arrears by forfeiture of the lands came into force on January 1st, 1904. As it is understood that steps are to be taken at an early date to enforce the payment of all taxes that are collectable the returns received for the current year should show a marked improvement in this respect.

#### BUILDINGS AND EQUIPMENT.

There has been a decided improvement during the past year or two in the construction of school houses. In the case of rural districts this improvement is to be attributed very largely to a printed circular furnished by the department and containing information and suggestions respecting the dimensions of buildings, their interior arrangement, lighting, heating, ventilation and furnishings. The results which have been secured from the distribution of this circular are so encouraging that the Commissioner has under consideration the advisability of having prepared a series of plans and specifications for one and two-roomed school houses which may be sent to boards that contemplate building.

As an indication of the cost of rural school houses in districts that have been recently established it may be pointed out that during the past year twenty-eight rural districts whose numbers are over 800

registered debentures having a face value of \$28,900.00. In other words the average cost to each of these districts for providing school accommodation was about \$1,032.00. This is far in excess of the amounts expended by districts for a similar purpose a few years ago.

In town and village districts trustees continue to give the question of school accommodation thoughtful consideration. Our inspectors uniformly report that a better class of building is being erected. It is now the rule to employ a competent architect who has some knowledge of the essential requirements of a modern school. What the results are may be seen from the cuts of school buildings which appear in this report as well as that for the year 1902.

As regards equipment the figures given in Table 7 show that the great majority of our schools are provided with the essential requirements. The inspectors report that trustees as a rule are anxious and willing to carry out their recommendations. From the returns received it is apparent that a greater effort must be made to induce many boards of trustees to provide sufficient blackboard space. At the close of the year no less than 251 districts reported that the blackboard area provided was in each case less than 60 square feet, the minimum recommended by the department. It is also to be regretted that so few of our schools are supplied with a good map of the Territories. The reason for this, however, lies in the fact that up to the present time none of the map publishers have cared to undertake the preparation of a map of the Territories owing to its cost and the probable limited sale. As the number of our schools has increased so rapidly of late the department hopes to be able at an early date to induce some firm to publish a good school map of Western Canada.

#### TEACHERS.

The total number of teachers employed last year was 1,152. Of these 494 or 43 per cent. were males and 658 or 57 per cent. females. The average monthly salary earned for the period during which each teacher was engaged was \$47.67, or an increase of \$1.57 over that of the previous year. The total salaries paid amounted to \$399,688.92, an increase for the year of \$47,104.60. As regards certificates 268 or 23 per cent. held first class, 762 or 66 per cent. second class, 44 or 4 per cent. third class, and 78 or 7 per cent. provisional certificates. The returns received show that of the 916 rooms in operation 236 or about 25 per cent. changed teachers during the year. This is a very high percentage and represents a considerable educational waste.

Owing to the large number of new districts organised during the past two years the department expected and took steps to meet an excessive demand for qualified teachers. An additional session of the Normal School was arranged for, advertisements were placed in the leading newspapers in eastern Canada, and every effort was made to assist the employment agency conducted by Mr. Middlemiss and his associates on behalf of the Territorial Teachers' Association. As a result of these arrangements 212 teachers were brought to the Territories from outside points. In addition some 150 teachers graduated from the Territorial Normal School many of whom received their non-professional certificates in the eastern provinces or elsewhere. Of the teachers who came to the Territories 39 received first class certificates and 173 second

class, while of those who received professional training in the Normal School at Regina 34 were granted first class certificates, 104 second class, and 6 third class.

The number of provisional certificates or "permits" issued during the year was 82, an increase of 30. While the department invariably insists on trustees making a reasonable effort to secure a teacher who is duly qualified cases arise where they fail to do so, and rather than see the schools closed it is necessary to grant temporary certificates to persons who have the necessary scholarship and produce certificates and testimonials that go to show that they may be safely placed in charge of a school. At the same time it may be stated that the department has had to exercise great care in granting these licences. Hundreds of applications for permits are being received both from intending teachers and trustees and it is often very difficult to determine deserving cases.

The above figures give some indication of the number of new teachers required annually for our schools. During the year the department issued no less than 444 licences to new teachers all, or nearly all of whom took charge of schools. As the total number of teachers employed during the year was 1,152 it would seem that about one-third of our teachers annually drop out of the profession. In other words the average length of time given by teachers to the work is about three years. If these figures are correct they represent a very unfortunate state of affairs as the only inference to be drawn from them is that our schools are annually losing the services of a very large percentage of those of our teachers who are best qualified for the work as a result of training and experience. To offset this drawback to educational progress there is but one remedy, namely, to place the status of the teacher on a sounder and more remunerative basis. The problem is one that concerns not only the Territories but every other part of Canada as well; in fact a glance at recent educational journals and reports shows that it is fast becoming one of the leading educational problems of the day not only in this country but also in Great Britain, the United States, France, Germany and other countries.

#### COMPARATIVE STATISTICS.

The following tables which have been compiled from the reports received from other departments will doubtless be of interest, indicating as they do a comparison between some of the educational conditions prevailing in the Territories and elsewhere. The figures given are the last available.

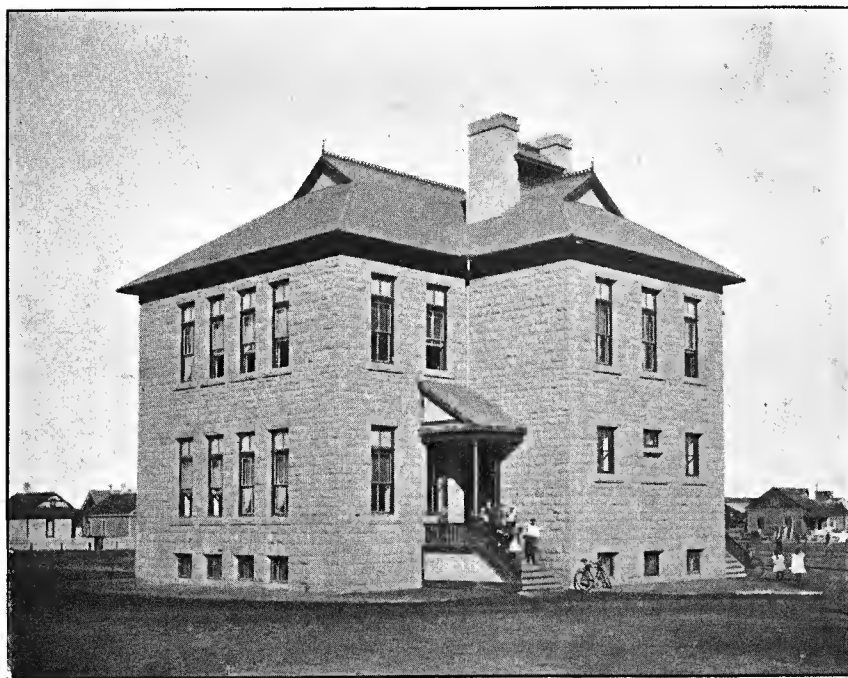
#### ATTENDANCE, 1902.

—	Enrolled	Average	Percentage
British Columbia . . . . .	23,903	15,564	65
Manitoba . . . . .	51,888	28,306	54
Ontario (1901) . . . . .	414,619	235,084	57
Nova Scotia . . . . .	98,768	55,213	56
North-West Territories . . . . .	27,441	13,766	50

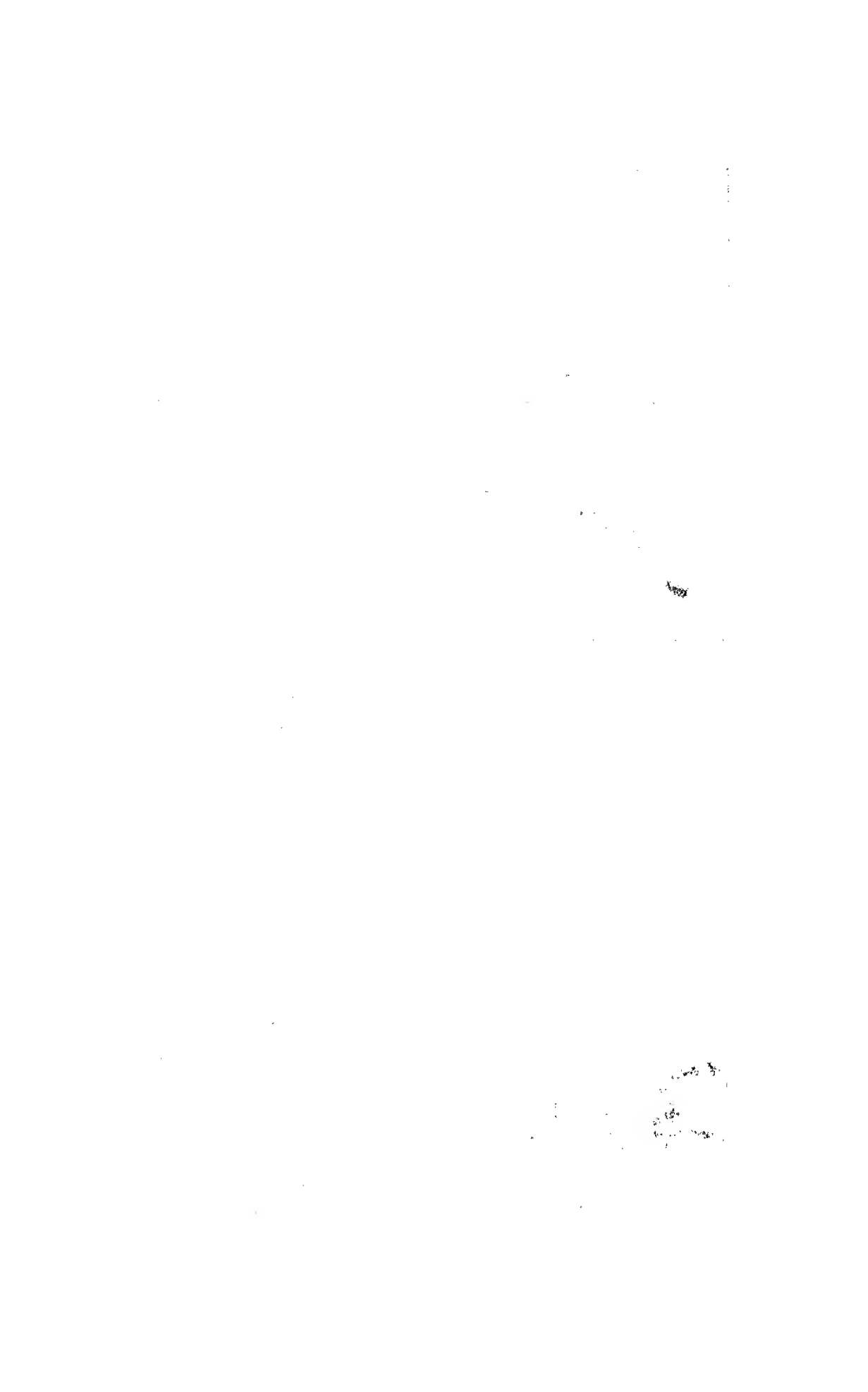




PUBLIC SCHOOL, OXBOW, ALTA.



PUBLIC SCHOOL, CALGARY, ALTA.  
(One of the Ward Schools)



## TEACHERS, 1902.

	Employed	Males	Females	Percentage of males	Percentage of untrained teachers
Manitoba.....	1,849	629	1,220	34	10
Ontario (1901).....	9,494	2,459	7,035	26	12
Nova Scotia.....	2,494	441	2,053	18	57
Massachussets.....	13,905	1,240	12,665	9	54
North-West Territories.....	959	438	521	46	5

## Cost of Education, 1901.

Cost of education per pupil	Enrolled	In average attendance
British Columbia.....	\$17 38	\$26 69
Manitoba.....	28 04	51 40
Ontario.....	10 44	18 41
Nova Scotia.....	8 58	15 75
North-West Territories.....	25 29	50 36

## LEGISLATIVE GRANTS.

The total grants paid to schools for the past fiscal year amounted to \$213,764.72 an increase of \$58,206.31 on the disbursement of the previous year. The figures given in Table 9 show that the grants received by the 736 districts that made returns was only \$172,144.64. The difference between these figures is accounted for by the following facts: (1) In their annual financial statements school treasurers include only such sums as are actually received between January 1st and December 31st. (2) The figures given in the table referred to are not quite complete as returns were not received from all districts that were paid grants. (3) Cheques for grants due to many districts were not issued by the Treasury Department until very late in December and consequently were not received by treasurers in time to be included in their statements for 1903.

The total grant earned by all districts as distinguished from the amounts paid was \$191,477.32. Of this amount \$136,224.63 was earned by 661 rooms in rural districts and \$55,252.69 by 255 rooms in town and village districts. The average grant earned by the 916 rooms in operation was \$209.03 as compared with \$215.16 for 1902 and \$272.72 for 1901.

Of the 916 departments in operation last year 553 or 60 per cent. earned a grant of \$7,637.43 on the basis of inspection. The figures for the two previous years were respectively \$6,344.29 and \$5,173.83.

## SCHOOL LIBRARIES.

The question of the establishment of school libraries has been dealt with in the Territories in the only possible way to ensure some degree of success. While trustees as a rule are prepared to evince more or less interest in the matter it is seldom that their interest takes a practical turn. It is now generally conceded that if the purchase of books for a school library is left optional with school officials there is little chance of

a library being supplied. For many years our inspectors, teachers, and a number of trustee boards struggled with the question but comparatively little was accomplished. Finally it was thought advisable to embody in *The School Grants Ordinance* a clause which makes it compulsory upon the part of every district to expend for books one-half of the grant earned on the basis of inspection. As only a fraction of our districts annually earn this grant it cannot be said that all districts are required to supply a library. The department hopes, however, that in the course of a few years there will not be a district in the Territories that will not have done something in this direction.

That the provision made for the establishment of libraries has met with the hearty approval of trustees and teachers is shown by the returns received. The grants earned on the basis of inspection for the year 1902 amounted to \$6,344.29. Of this amount one-half or \$3,172.14 had to be expended on books. The returns received from 301 of the 343 districts that were paid this grant show that about \$4,050 or some \$900 more than the law requires was actually expended and that this additional amount was divided among 123 districts. While the average for each of these districts was small it goes to show that many boards recognise the value of libraries and are prepared to supplement the expenditure required by law. The library returns received also show that our schools are supplied with 595 dictionaries, 1,733 reference books, 1,476 supplementary readers, and 13,840 library books,—a total of 17,644 in all. The number of library books added during the year was 7,335.

The catalogue of books issued by the department has proved to be of great value to those entrusted with the purchase of libraries. In preparing this catalogue it was thought advisable to include in it a limited number of books of recognised educational merit. As our school libraries grow it will be necessary from time to time to issue supplementary lists of suitable books. In all probability a supplementary list will be issued during the current year.

#### DEPARTMENTAL EXAMINATIONS.

The policy of the department has always been to place the minimum amount of stress on written examinations. While it is recognised that these scholarship tests have a distinct educational value great care is necessary to prevent teachers, especially those in town and village schools, from giving too much prominence to this feature of their work. As far as possible the department has endeavoured to exercise a restraining influence in this direction in the hope that our schools would not be saddled with the many evils which experience has shown have resulted from the adoption, in other parts of Canada, of a multiplicity of examinations. At present the only examinations conducted by the department are those for pupils in Standards V-VIII inclusive.

In the year 1902, when the course of studies for the higher standards of our schools was being revised, it was thought advisable to reduce the number of examination subjects. The suggestions of the department in this direction were in due course submitted to the Educational Council and approved unanimously. As a consequence the number of papers for examination was reduced as follows: Standard V from 12 to 10, Standard VI from 13 to 10, Standard VII from 13 to 9, and Standard

VIII from 14 to 9. The new regulations came into force at the examinations held last July and, so far as the department has been able to learn, have met with the hearty approval of the principals of our larger graded schools. In Appendix D to this report will be found the course of studies for the above mentioned standards as well as lists of the subjects upon which candidates are now required to write.

Another important change made in the regulations governing examinations was the raising of the minimum marks required to obtain a pass on English composition. Not only do our inspectors report that this is one of the weakest subjects in our schools but the results of recent departmental examinations have also shown that this is the case. Under the circumstances it was felt that something should be done to induce our teachers to give greater prominence to the teaching of this very important subject. As a step in this direction the pass marks required were raised from 34 to 40 per cent. Should this increase not have the desired result it is quite likely that the department will be required to consider the advisability of demanding a still higher percentage on the part of candidates.

The following figures taken from Table 12 and compiled from other sources on file in the department may be of interest. During the past five years examinations for Standard V pupils have been held at the following number of places, namely, 53, 62, 49, 82 and 114. The number of candidates who wrote on the examination for these years was 195, 208, 274, 269 and 486; while the percentage of candidates who were successful in passing was 40, 40, 51, 59 and 45. During the same period the number of candidates who wrote on the examinations for Standards VI, VII and VIII was for the respective years 172, 165, 154, 175 and 247; while the percentage of passes was 45, 31, 68, 59 and 71.

#### TEACHERS' INSTITUTES AND CONVENTIONS.

That our teachers continue to take a marked interest in these gatherings is shown by the record of attendance in Table 13. Owing to the absence of the principal of the Normal School from the Territories during the months of May and June it was impossible for the department to arrange for as many institutes as in previous years. The teachers, however, through their associations, held twelve conventions, and in addition four institutes were conducted in the eastern part of the Territories by Mr. Fenwick and Miss Rankin of the Normal Staff. The total number of teachers in attendance at all of these gatherings was 494, an increase of 85 over the previous year.

As the inspectors and institute conductors are unanimous in their opinion that these meetings have a decided educational value it is the intention of the department to increase the number of institutes this year to fifteen, and in addition an effort will be made through the inspectors to interest teachers in the organisation of associations in those parts of the Territories where as yet associations have not been formed. In this way the department hopes to be able to reach the great majority of our teachers and especially those who, during the past year or so, have come to the Territories from Eastern Canada and who are not familiar with our laws and regulations, our course of studies, and our methods and aims.

## NORMAL SCHOOLS.

As our educational system is based on the idea that we must have trained teachers for our schools the Territorial Normal School has been and must continue to be the special care of the department. Early in the year, owing to the resignation of Dr. Goggin, it was found necessary to appoint a principal and the choice fell on Mr. D. P. McColl, B.A., who for a number of years had acted in the capacity of inspector. Mr. McColl's university and professional training as well as his long and successful experience as a teacher and inspector in the Territories eminently fit him for the duties of his office. He is thoroughly acquainted with the conditions and needs of our schools, and is besides endowed with that "Western spirit" which is so essential to successful work in this country at the present stage of its development.

With regard to the normal course the criticism is sometimes heard that it is too short, covering, as it does, a period of only four months, whereas in Manitoba, Ontario and some of the other provinces the sessions are from two to six months longer. The department fully recognises the force of this criticism and the necessity for providing a more extended course of professional training, but under existing conditions it is very doubtful if any changes should be made in the near future. As long as the demand for teachers continues to exceed the supply to the extent that it has during the past few years it is imperative either that our normal session should be of comparatively short duration or that an additional normal school should be established. At present two normal sessions of four months each are being held annually. If these sessions were extended to eight or even six months the normal staff would require to be duplicated, as it would be quite out of the question to have the same staff take charge of two successive six-month sessions. While the sessions therefore are necessarily short it may be pointed out that every effort is being made by the principal and his assistants to make the course as practical as possible. The aim of the department has been to provide for the students in attendance such a course in professional training as will fit them to perform their duties as teachers in our public school standards. Non-essentials and those phases of a teacher's training which are commonly referred to as "fads and frills" have as far as possible been eliminated. Principal McColl's report, which will be found elsewhere in this report, contains a much fuller statement of what is being done and what is required in the way of training for our teachers.

## INSPECTION OF SCHOOLS.

The inspection of schools in the Territories is carried on under conditions which do not exist elsewhere in Canada, except to a limited extent in Manitoba. Owing to the sparsity of population and the newness of settlement our inspectors have many hardships to contend against. Long drives, poor accommodation and bad roads are encountered almost daily. In many instances schools are situated from twenty-five to fifty miles apart. The result is that a very considerable part of the inspector's time is spent in travelling. Then again, during the colder period of the winter months a great many of our schools—especially on the open plains—are closed thus making it impossible to visit schools

systematically for this part of the year. Taking these and other factors into consideration it would be safe to say that for the actual work of inspection our inspectors have not more than half the time at their disposal that officials performing similar duties in some of the eastern provinces have. Not only is this true but in a sense the duties of our inspectors are more important. People flocking into the country from all parts of the world are ignorant of our laws and institutions and, so far as school matters are concerned, naturally look to our inspectors for guidance and assistance. If permitted to do so these officials might profitably spend the greater portion of their time in assisting new settlers to organise school districts. As it is, however, the school room must be their chief concern, and here again they experience other difficulties that are not prevalent elsewhere. Owing to the large number of new districts formed during the past year or so the department has had to draw on the outside world for its supply of teachers. These come from all parts of Canada, from the United Kingdom, and from the United States. They are ignorant of our school laws, our regulations, and our educational system in general; they find a different system of grading and classification in vogue, and our text books and outlines of study are not those with which they are familiar. What the results are for the first few weeks or few months before the inspector arrives may be easily imagined, and when he does arrive what a task he has to perform during his necessarily short visit! Needless to say this feature of the inspector's work is of the most vital importance. If any degree of uniformity and unity of purpose are to be secured and maintained in our schools it can only be done, under present conditions, through our inspectors.

While speaking of the supervision of our schools it may be well to point out that by reason of the rapid growth of our villages, towns and cities, it may be found advisable in the near future to appoint an inspector who will be at liberty to devote the greater portion of his time to supervising graded schools. While there is no particular desire for uniformity in the work of these schools it is important that there should be uniformity of inspection, and that the inspector should be thoroughly familiar with what is being done in the larger graded schools, not only in the Territories but in the other provinces of Canada and elsewhere as well. When the appointment is made the person appointed should be given an opportunity to acquire a practical knowledge of all those conditions which have contributed so largely to the success of graded and high schools in English-speaking communities. Briefly stated, some of the matters that would necessarily receive consideration are,—the classification of pupils, the selection of teachers and special instructors, teachers, meetings, school societies, libraries and equipment, gymnasiums, cadet corps, and school savings banks. With a knowledge of these matters the inspector when he visits a school would be able to bring to the attention of the principal for his encouragement, consideration and help such suggestions as would go far towards enabling him to materially increase the efficiency of his school.

In the month of April last year three new inspectors were appointed, two of whom replaced Messrs. McColl and Fenwick who left their fields to take charge of Normal School work. During the year the seven inspectors employed visited 854 rooms once and 413 twice, making a total of 1,267 actual visits as compared with 783 by six inspectors in 1902.

At the close of the year the inspectors were asked for a general report regarding the conditions prevailing in their several divisions. These appear in Part II of this report and will be found of interest as indicating the educational advancement which is being made in all parts of the Territories.

#### CONSOLIDATION OF SCHOOLS.

The consolidation or union of rural school districts is a problem that has received, and is receiving, the earnest attention of all who are interested in the educational welfare of rural communities. There is no doubt but that the small rural district with its inferior school house, poor equipment, and irregular attendance is a distinct educational loss. In many parts of the United States, where consolidation has been carried on to greater advantage, there existed a condition of affairs which seriously impaired the usefulness of their schools. In a number of the eastern states where population is comparatively dense there were as many as from five to ten school districts in a single township. This arrangement gave to each district for its support a taxable area varying from four to six sections of land—an area far too small to maintain an up-to-date school unless burdened with an exorbitant tax. The natural and inevitable consequences were poorly constructed buildings, inadequate equipment, cheap and inferior teachers, small classes, and other kindred evils. The wonder now is not that consolidation has been thought of as a remedy for these ills but that a condition of affairs had been allowed to grow up that made consolidation necessary.

While the school law of the Territories provides for the consolidation of two or more districts, and while numerous inquiries have been received by the department in reference to the same, there has not as yet been a single instance in which an agreement for union has been entered into by boards of trustees. The reason for this must be apparent to all who are acquainted with Territorial conditions. The smallest of our districts includes an area of about twelve sections while the great majority contain from twenty to twenty-five sections and in a few instances as many as thirty-six sections. In these districts, owing to the large acreage held by individual farmers, population is sparse and is likely to remain so for many years to come. As the great majority of our districts as at present constituted comprise an area as large or larger than the districts formed by union in the United States, Australia and elsewhere, it will be readily seen that in one sense we have consolidation at the present time. The question as to whether two or more of our large districts can advantageously be united for the purpose of maintaining a central school is one that has received earnest consideration, but the conclusion has been forced upon the department that any general scheme having this end in view is impracticable. As it is now almost universally conceded that pupils cannot be transported to a central school a greater distance than six miles owing to loss of time and cost of conveyance, it will be seen that the union of two districts five miles square or even four miles square is quite out of the question. At the same time, however, the department recognises that there are isolated instances where schools may be consolidated to advantage, and an effort is being made to interest boards of trustees in the matter.

There is one phase of this question that will sooner or later force



itself on our legislators. As the population of the Territories becomes more dense there will be an ever-increasing demand for smaller districts. During the past two or three years the department has been called upon to deal with many requests of this nature. In order to avoid the evils which have grown up in eastern Canada and the United States, and which have necessitated consolidation, it may be necessary to devise some scheme whereby the present comparatively large areas of our school districts may be maintained. A step in this direction was taken in 1901 when provision was incorporated in *The School Ordinance* empowering trustees to provide for the conveyance to school of children residing within the limits of a district. In order to prevent the breaking up of districts it may be necessary to go a step farther by providing government assistance for such conveyance. Under certain restricted conditions trustees might also be required to erect stabling accommodation and provide feed for horses. In the case of pupils who reside more than a certain distance from the school house and whose parents choose to provide the means of transport, a small allowance might be made by the district or government to help pay the cost. Unless some action is taken along these lines it will not be many years before we will have in the older settlements in the Territories a condition of affairs akin to that in many parts of eastern Canada. The following extracts from the last Report of the Superintendent of Education for Nova Scotia will be of interest as indicating the difficulties at present confronting the educational authorities in that province :

It appears that there were 300 schools open throughout the Province with an average of about eight in daily attendance. The general system of provincial and municipal aid cannot be so very inadequate when so many small schools are kept open. These draw upon the resources of the Province so far as the qualifications of the teachers is concerned, as fully as the largest schools, and in the case of the majority of them more fully, as is shown elsewhere. A county which has its school sections only half of the proper size has twice as many teachers as it should have if these schools are all open; and are responsible for the cutting down of the Provincial Aid to all the teachers of the Province as well as to their own teachers. Were all the small school sections built up to the normal size recommended by the Council of Public Instruction, to the local authorities, the District School Commissioners, every school should have a teacher without increasing the present staff by one; and the Provincial Aid, twice increased within the last decade, would be for every teacher not only as great but greater than ever before in the history of the Province. The Government has several times increased the total amount of the Provincial Aid. It is the local authorities with the mania for small sections who are responsible for the unnecessary diminution of the grants below the old scale.

\* \* \* \* \*

There were 295 *poor* school sections open last year. Were these *poor* schools always in such a position that they could not be incorporated with other sections so as to be enlarged to the normal size it would be only right for the more fortunate portions of the province to thus contribute to their aid. But where it is possible to have them enlarged, absorbed, united, or otherwise built up to a self-supporting size, lessened in number but increased in territory, population and wealth, it should be done. It was with this object in view that the law was so changed in 1900 that District School Commissioners could effect such consolidation without the old time two-thirds majority of each section affected. In fact I have pressed on Inspectors the necessity of asking the District Boards to consider the absorption or union of all small sections which are not able to support a fair school. This work has already been entered upon; but the progress is likely to be slow on account of the universal although unreasonable prejudice of changing the site of an old school previously established. This is a species of consolidation which is cheap and everywhere practicable.

## SECONDARY AND HIGHER EDUCATION.

Since the organisation of the Territories the attention of the Legislature and the Government in matters of education has been directed almost solely to the needs of the common schools. Every effort has been made, and it is believed not without some degree of success, to establish these on a sound basis. As our public school system has been evolved during the past twenty years we have been able to embody in it many of the best features of the systems in vogue in other parts of Canada while at the same time we have been in a position to avoid some of those features which experience has shown to be objectionable. It must be recognised, however, that the duty of the Government does not rest here. The rapid growth and development which have taken place in Western Canada during the past few years have brought in their train increased educational responsibilities. A glance at the figures given in the statistics accompanying this report will show that we are now fast emerging from our pioneer conditions. This being the case the time is not far distant when greater attention must be given to secondary and higher education. While the Government has not been unmindful of the necessity for providing high school facilities for the youth of the Territories it must be admitted that this feature of our educational system has been a matter of secondary consideration. Of the many important questions pertaining to secondary education which will require the attention of the department at an early date the following may be cited, namely: the establishment of high schools and collegiate institutes, the adoption of regulations governing their organisation, management and equipment, the qualifications of instructors, the introduction of commercial and other courses of study, and the appointment of special inspectors. It will also be necessary to consider the advisability of increasing the legislative appropriation in support of these schools. At present the special grants paid to the senior departments of our two or three largest town schools fall far short of those given in support of similar institutions in Manitoba, Ontario, and the other provinces of Canada.

## EDUCATION OF DEAF AND DEAF MUTE PERSONS.

On July 1st, 1904, the agreement made with the Manitoba Government for the education of our deaf mutes expires. It will then be necessary either to enter into a new agreement or make some other provision for the education of these children. Under the existing agreement all deaf mutes, whose parents reside in the Territories and who are regarded as capable of being taught, are admitted to the Winnipeg institution and are entitled to all its benefits and privileges. During the year three new pupils from the Territories applied for, and were granted admission. At the close of the year we had twenty pupils enrolled as compared with forty from Manitoba and ten from British Columbia. The cost to the Territories for the care and education of these children amounted to \$5,998.90 for the past fiscal year.

To those who are interested in these wards of the Government a perusal of Principal McDermid's report will prove profitable. This report goes to show that an earnest, successful effort is being made to fit these children for the duties of life and citizenship. At the same time it is evident that every precaution is taken to safeguard their health and provide for their comfort and enjoyment.

## STATISTICS.

## GENERAL SUMMARY.

Number of school districts. ....	998
Increase for the year. ....	166
Number of districts having schools in operation. ....	743
Increase for the year. ....	103
Number of departments in operation. ....	916
Increase for the year. ....	133
Number of pupils enrolled. ....	33,191
Increase for the year. ....	5,750
Average attendance of pupils. ....	16,321
Increase for the year. ....	2,555
Percentage attendance of pupils. ....	50%
Increase for the year. ....	
Average length of school year—days. ....	182.27
Increase for the year. ....	5.53
Total grants earned by school districts. ....	\$191,477 32
Increase for the year. ....	\$23,008 08
Total grants paid to school districts. ....	\$213,764 72
Increase for the year. ....	\$58,206 31
School debentures authorised. ....	\$210,760 00
Increase for the year. ....	\$69,585 00
School debentures registered. ....	\$205,210 00
Increase for the year. ....	\$90,310 00
Amount expended on school buildings and grounds. ....	\$192,235 33
Increase for the year. ....	\$45,927 11
Amount expended for teachers' salaries. ....	\$399,688 92
Increase for the year. ....	\$78,543 89
Amount expended for all other purposes. ....	\$474,678 07
Increase for the year. ....	\$206,664 62

## 1.—SCHOOL DISTRICTS.

CLASS	IN EXISTENCE DECEMBER 31, 1902				ERECTED DURING 1903			
	Assa.	Alta.	Sask.	Total	Assa.	Alta.	Sask.	Total
Public. ....	431	318	107	856	69	67	30	166
Separate. ....	6	7	3	16				
*Unorganised. ....	3	3	2	8				
Totals. ....	440	328	112	880	69	67	30	166

\*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of *The School Ordinance*.

2.—NUMBER of Schools open during the years 1902 and 1903, and  
Departments in each.

SCHOOLS having	Assa.		Alta.		Sask.		Total schools		Total depts.	
	1902	1903	1902	1903	1902	1903	1902	1903	1902	1903
1 Department . . . . .	321	356	212	267	54	62	587	685	587	685
2 " . . . . .	11	13	11	10	3	3	25	26	50	52
3 " . . . . .	4	6	5	3	2	2	11	11	33	33
4 " . . . . .	3	2	4	6	...	...	7	8	28	32
5 " . . . . .	...	1	1	3	...	...	1	4	5	20
6 " . . . . .	...	...	...	...	1	...	1	...	6	...
7 " . . . . .	1	1	1	1	...	1	2	3	14	21
8 " . . . . .	1	...	1	...	...	...	2	...	16	...
9 " . . . . .	1	...	...	1	...	...	1	1	9	9
10 " . . . . .	1	3	1	...	...	...	2	3	20	30
15 " . . . . .	...	...	1	...	...	...	1	...	15	...
16 " . . . . .	...	...	...	1	...	...	...	1	...	16
18 " . . . . .	...	...	...	1	...	...	...	1	...	18
	343	382	237	293	60	68	640	743	783	916

3.—ATTENDANCE of Pupils.

AT ALL SCHOOLS	1902	1903	Increase
No. of pupils attending school during year	27,441	33,191	5,750
No. of boys " " " "	14,241	16,908	2,667
No. of girls " " " "	13,200	16,283	3,083
Total aggregate attendances for 1st term . .	1,322,417	1,567,967	245,550
" " " " 2nd " . .	1,110,689	1,406,900	296,211
" " " " year . . . . .	2,433,106	2,974,867	541,761
Total average attendance for year . . . . .	13,766	16,321.09	2,555.09

## 4.—CLASSIFICATION of Pupils.

STANDARDS	1902	1903	Increase	Per cent. of enrolment
Standard 1, Part 1 .....	7,925	9,470	1,545	28·53
“ 1, Part 2 .....	4,545	5,493	948	16·55
“ 2 .....	5,097	6,372	1,275	19·20
“ 3 .....	5,008	5,851	843	17·63
“ 4 .....	3,037	3,575	538	10·77
“ 5 .....	1,248	1,724	476	5·19
“ 6 .....	331	441	110	1·33
“ 7 .....	215	213	—2	0·64
“ 8 .....	35	52	17	0·16
Totals .....	27,441	33,191	5,750	100·00

## 4 (a)—COMPARATIVE Statement of Attendance and Classification of Pupils in Rural, and Town and Village Schools.

	Rural schools	Town and village schools
Number of pupils enrolled .....	17,981	15,210
Aggregate day's attendance of pupils .....	1,456,164	1,518,703
Daily average attendance of pupils .....	8,833·50	7,487·59
Percentage of attendance to total enrolment	49·12	49·23
Average length of school year—days .....	164·85	202·84
Average number of pupils enrolled in each department .....	28	60
Classification—Standard 1, Part 1 .....	5,086	4,384
“ 1, Part 2 .....	3,071	2,422
“ 2 .....	3,595	2,777
“ 3 .....	3,310	2,541
“ 4 .....	2,073	1,502
“ 5 .....	770	954
“ 6 .....	60	381
“ 7 .....	14	199
“ 8 .....	2	50
	17,981	15,210

*Note.*—The statistics in the above table were compiled from the returns received from 649 rural districts (including 3 unorganised districts) and representing 650 departments, and 81 town and village districts representing 253 departments.

## 5.—LENGTH of School Year.

Number of schools open between 21 and 50 days.....	14
“ “ “ 51 “ 100 “ .....	72
“ “ “ 101 “ 150 “ .....	202
“ “ “ 151 “ 200 “ .....	204
“ “ open over 200 “ .....	254
Total .....	746

*Note.*—The above includes 3 unorganised districts.

## TEACHERS Employed. Certificates and Salaries.

Class of certificate	Schools open the whole year						Schools open part of the year					
	No. of teachers	Salaries per month			No. of teachers	Salaries per month			No. of teachers	Salaries per month		
		Highest	Lowest	Average		Highest	Lowest	Average		Highest	Lowest	Average
First, male.....	134	\$ 116 66	\$ 41 66	\$ 60 47	38	\$ 55 00	\$ 41 15	\$ 48 56	25	\$ 77 50	\$ 50 00	\$ 57 33
“ female.....	77	66 66	33 33	47 86	19	60 00	42 00	48 90	11	66 66	45 00	53 48
Second, male.....	133	65 00	37 50	47 17	141	60 00	40 00	47 92	15	65 00	45 00	51 73
“ female.....	280	72 00	33 33	44 84	208	55 00	36 00	45 35	41	50 00	33 33	43 35
Third, male.....	2	40 00	35 00	37 50	12	50 00	40 00	44 75	3	41 66	33 33	36 66
“ female.....	14	50 00	33 33	41 63	16	45 00	38 00	41 75	...	...	...	...
Permit, male.....	2	45 00	33 33	39 16	32	50 00	40 00	46 31	...	...	...	...
“ female.....	10	55 00	38 75	44 87	34	50 00	35 00	43 03	...	...	...	...
	No. of teachers	Town schools			No. of teachers	Village schools			No. of teachers	Small schools		
		\$ c.	\$ c.	\$ c.		\$ c.	\$ c.	\$ c.		\$ c.	\$ c.	\$ c.
First, male.....	62	116 66	45 00	71 03	25	77 50	50 00	57 33	172	116 66	41 15	57 84
“ female.....	50	60 00	37 50	47 48	11	66 66	45 00	53 48	96	66 66	33 33	48 07
Second, male.....	12	60 00	45 83	51 73	15	65 00	45 00	51 73	274	65 00	37 50	47 56
“ female.....	105	72 00	33 33	46 66	41	50 00	33 33	43 35	488	72 00	33 33	45 06
Third, male.....	...	...	...	...	...	...	...	...	14	50 00	35 00	43 71
“ female.....	3	45 00	40 00	41 66	3	41 66	33 33	36 66	30	50 00	33 33	41 69
Permit, male.....	...	...	...	...	...	...	...	...	34	50 00	33 33	45 89
“ female.....	3	55 00	38 75	46 25	...	...	...	...	44	55 00	35 00	43 45
	No. of teachers	Yearly rural schools			No. of teachers	Small schools			No. of teachers	Small schools		
		\$ c.	\$ c.	\$ c.		\$ c.	\$ c.	\$ c.		\$ c.	\$ c.	\$ c.
First, male.....	47	55 00	41 66	48 22	172	116 66	41 15	57 84	172	116 66	41 15	57 84
“ female.....	16	55 00	33 33	45 20	96	66 66	33 33	48 07	96	66 66	33 33	48 07
Second, male.....	106	65 00	37 50	46 00	274	65 00	37 50	47 56	274	65 00	37 50	47 56
“ female.....	134	60 00	37 00	43 86	488	72 00	33 33	45 06	488	72 00	33 33	45 06
Third, male.....	2	40 00	35 00	37 50	14	50 00	35 00	43 71	14	50 00	35 00	43 71
“ female.....	8	50 00	35 00	43 48	30	50 00	33 33	41 69	30	50 00	33 33	41 69
Permit, male.....	2	45 00	33 33	39 16	34	50 00	33 33	45 89	34	50 00	33 33	45 89
“ female.....	7	50 00	40 00	44 28	44	55 00	35 00	43 45	44	55 00	35 00	43 45

Total number of teachers employed during the year..... 1,152

“ “ “ “ at one time..... 916

Altogether there were 236 schools or rooms that changed teachers during the year.

Average salary per month paid to all teachers employed..... \$47 67

## 7.—SCHOOL Houses and Equipment.

Compiled from Inspectors' Reports for 1903.

## School houses (material):

Log .....	135
Frame.....	560
Brick .....	40
Stone .....	25
Other material .....	14
No. of districts that have provided wells at the school.....	271
No. of wells from which good water is obtained.....	119
No. of schools provided with insufficient black board space....	251
“ “ having a satisfactory system of ventilation..	257
“ “ furnished with satisfactory desks.....	612
Total number of volumes in school libraries.....	13,840
No. of schools provided with :	
Numeral frame .....	666
Reading tablets.....	246
Sand modelling board .....	100
Dictionary .....	595
Globe ....	695
Map of World.....	693
“ “ Canada.....	682
“ “ North-West Territories .....	298
“ “ North America .....	346
Music chart .....	25

## 8.—SCHOOL District Debentures.

YEAR	DEBENTURES AUTHORISED		DEBENTURES REGISTERED	
	No. of school districts	Amount	No. of school districts	Amount
1898	39	\$ 23,985 00	30	\$ 20,433 00
1899	33	54,550 00	29	42,750 00
1900	61	94,500 00	52	77,800 00
1901	74	109,210 00	63	90,360 00
1902	137	141,175 00	123	114,900 00
1903	171	210,760 00	159	205,210 00

## 9—RECEIPTS and Expenditures.

Summary of Receipts and Expenditures of all School Districts for the year 1903.

<i>Receipts.</i>	
Cash on hand, December 31, 1902 .....	\$ 94,784 73
Proceeds of debentures .....	166,661 97
Taxes collected .....	417,738 43
Government grants .....	172,144 64
Pupils' fees .....	2,783 93
Borrowed by note .....	283,566 74
Amounts advanced by treasurers .....	13,581 19
Other sources .....	3,613 73
	<hr/> \$1,154,875 36 <hr/>
<i>Expenditures.</i>	
Teachers' salaries .....	\$399,688 92
Officials' salaries .....	23,129 50
Paid on debentures .....	64,940 77
Paid on notes—including interest .....	274,792 11
School buildings and repairs .....	178,881 08
School grounds .....	13,354 25
School furniture .....	30,045 73
Library and reference books .....	3,876 16
Apparatus and equipment .....	6,191 57
Supplies, stationery, etc. ....	8,865 83
Caretaking and fuel .....	41,770 69
Insurance .....	5,714 98
Other expenditures .....	15,350 73
Balance on hand, December 31, 1903 .....	88,273 04
	<hr/> \$1,154,875 36 <hr/>

NOTE.—The above table has been compiled from the Annual Financial Statements received from 634 rural districts and 82 town and village districts.



9 (a).—COMPARATIVE Statement showing Receipts and Expenditures of Town and Village Districts and Rural School Districts for the year 1903.

	Town and village districts	Rural districts
<i>Receipts.</i>		
Cash on hand, December 31, 1902.....	\$ 49,447 82	\$ 45,336 91
Proceeds of debentures .....	78,973 89	87,688 08
Taxes collected. ....	192,540 24	225,198 19
Government grants.....	53,677 33	118,467 31
Pupils' fees.....	2,295 81	488 12
Borrowed by note.....	186,094 03	97,472 71
Amounts advanced by treasurer.....	9,148 33	4,432 86
Other sources .....	1,828 32	1,785 41
	<hr/> \$574,005 77	<hr/> \$580,869 59
<i>Expenditures.</i>		
Teachers' salaries .....	\$144,595 21	\$255,093 71
Officials' salaries.....	6,633 79	16,495 71
Paid on debentures.....	34,952 92	29,987 85
Paid on notes—including interest.....	200,876 04	73,916 07
School buildings and repairs.....	82,731 94	96,149 14
School grounds. ....	6,764 40	6,589 85
School furniture.....	14,920 65	15,125 08
Library and reference books.....	1,422 95	2,453 21
Apparatus and equipment.....	1,945 94	4,245 63
Supplies, stationery, etc.....	3,479 55	5,386 28
Caretaking and fuel.....	25,851 40	15,919 29
Insurance .....	2,742 60	2,972 38
Other expenditures.....	8,084 38	7,266 35
Balance on hand, December 31, 1903.....	39,004 00	49,269 04
	<hr/> \$574,005 77	<hr/> \$580,869 59

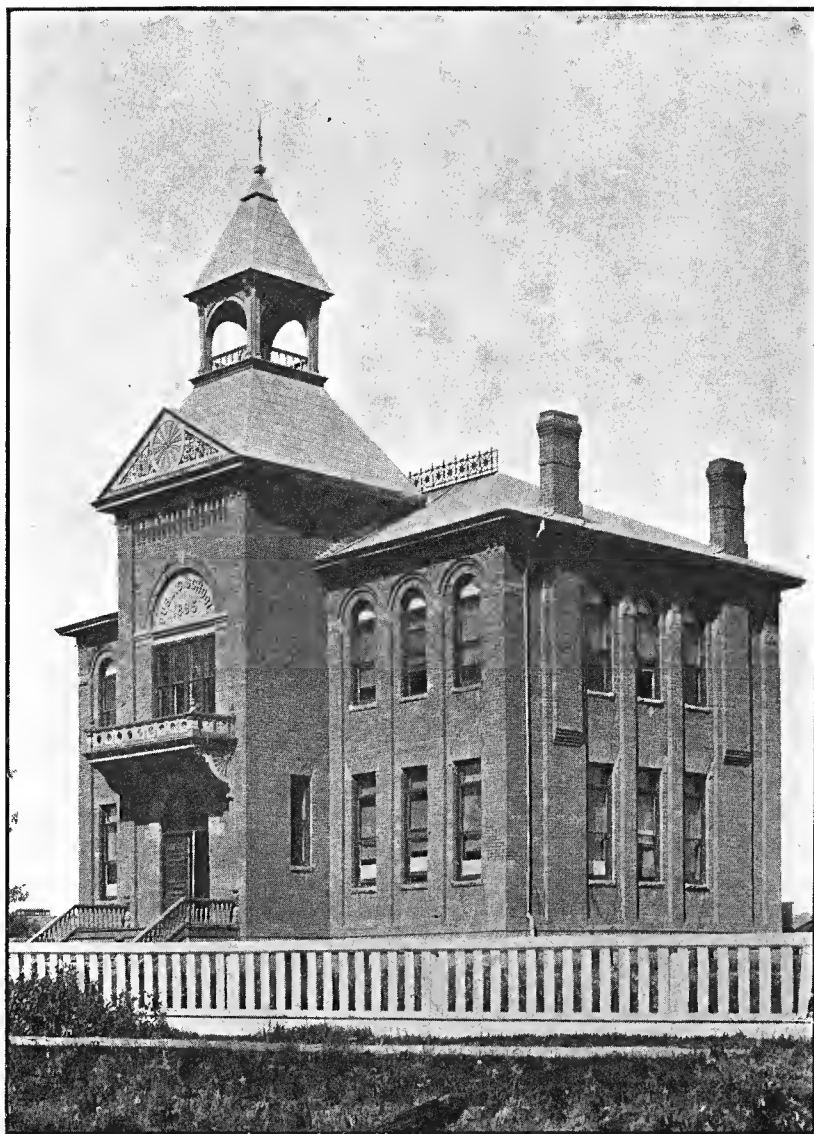
## 10.—ASSETS and Liabilities.

Summary of assets and liabilities of all school districts for the year 1903.

<i>Assets.</i>	
Cash on hand .....	\$ 88,273 04
Arrears of taxes due .....	181,087 06
Government grants due .....	96,703 38
Estimated value of land and buildings .....	929,885 75
“ “ furniture and apparatus .....	134,780 15
“ “ school libraries .....	10,785 41
Other assets .....	7,106 12
	<hr/> \$1,448,620 91 <hr/>
<i>Liabilities.</i>	
Teachers' salaries .....	\$ 54,112 10
Debenture indebtedness .....	538,859 68
Outstanding accounts .....	111,480 45
Amount due treasurers for moneys advanced .....	3,613 73
Excess of assets over liabilities .....	740,554 95
	<hr/> \$1,448,620 91 <hr/>

## 10 (a)—COMPARATIVE Statement showing Assets and Liabilities of Town and Village School Districts, and Rural School Districts for the year 1903.

	Town and village districts	Rural districts
<i>Assets.</i>		
Cash on hand .....	\$ 39,004 00	\$ 49,269 04
Arrears of taxes due .....	39,433 45	141,653 61
Government grants due .....	55,252 69	41,450 69
Estimated value of land and buildings .....	511,478 38	418,407 37
“ “ furniture and apparatus .....	54,290 66	80,489 49
“ “ school libraries .....	5,184 31	5,601 10
Other assets .....	5,182 34	1,923 78
	<hr/> \$709,825 83 <hr/>	<hr/> \$738,795 08 <hr/>
<i>Liabilities.</i>		
Teachers' salaries .....	\$ 7,759 17	\$ 46,352 93
Debenture indebtedness .....	330,822 72	208,036 96
Outstanding accounts .....	44,256 40	67,224 05
Amounts due treasurer .....	1,828 32	1,785 41
Excess of assets over liabilities .....	325,159 22	415,395 73
	<hr/> \$709,825 83 <hr/>	<hr/> \$738,795 08 <hr/>



PUBLIC SCHOOL, EDMONTON, ALBERTA.



## 11.—CERTIFICATES Granted.

	N.W.T.	Other provinces	England	Total	Grand totals
I. Licences to teach.					
(a) <i>Interim Certificates.</i>					
1st Class to N.W.T. Teachers.....	34	..	..	34	
“ teachers from Ontario.....		29			
“ “ “ Manitoba...		5			
“ “ “ Nova Scotia		3			
“ “ “ New Bruns- wick....		2		39	73
2nd Class to N.W.T. teachers.....	104	..	..	104	
“ teachers from Ontario....		122			
“ “ “ Manitoba ..		13			
“ “ “ Quebec ....		7			
“ “ “ Nova Scotia		28			
“ “ “ New Bruns- wick....		2	..	172	
“ “ “ England ...			1	1	277
(b) <i>Professional Certificates.</i>					
1st Class professional certificates ...	53				
2nd “ “ “ ...	137				
3rd “ “ “ ...	6	..	..	196	196
*(c) <i>Provisional Certificates.</i>					
	82	..	..	82	82
II. Non-professional certificates.					
Standard VIII diplomas.....	18	24			
“ VII “ .....	86	48			
“ VI “ .....	78	5	..	77	
“ V “ .....	216	..	..	398	475
III. Certificates to students at law....					
	1	..	1	2	2
Totals.....	815	288	2	1,105	1,105

NOTE.—Interim certificates are granted to teachers who complete a course of training at the Regina Normal School or who present approved professional certificates from the Eastern provinces or elsewhere.

Professional certificates are granted to teachers who have taken normal training and who have taught successfully in the Territories for at least one year on their interim certificates.

\* Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School,

## 12.—EXAMINATIONS.

*Table I.—Standard V Examination.*

No. of candidates who wrote in 1902.....	269
“ “ who passed in 1902.....	158
“ “ who wrote in 1903.....	486
“ “ who passed in 1903.....	216

*Table II (a).—Teachers' Non-Professional Examinations*

Where held	1902 No. of candidates			1903 No. of candidates		
	1st	2nd	3rd	1st	2nd	3rd
Grenfell.....	..	..	..	..	5	8
Regina.....	5	18	4	13	18	8
“ (For law matriculation)...	..	2	..	..	1	..
Moose Jaw.....	..	5	9	1	8	8
Medicine Hat.....	..	..	..	..	5	4
Maple Creek.....	..	1	3	..	..	..
Calgary.....	..	3	6	..	15	15
“ (For law matriculation. ...	..	1	..	..	..	..
Lethbridge.....	..	4	3	..	2	4
Red Deer.....	..	1	8	1	2	11
Strathcona.....	8	12	9	2	8	9
Edmonton.....	3	8	14	6	9	13
Prince Albert.....	1	3	2	..	9	7
Battleford.....	..	..	1	..	..	..
Oxbow.....	..	2	6	..	1	2
Indian Head.....	..	7	7	..	5	6
Moosomin.....	..	6	13	..	13	11
Yorkton.....	..	..	..	..	8	1
Lacombe.....	..	..	..	..	..	8
Totals.....	17	73	85	23	109	115
Totals.....			175			247

*Table II (b).—Teachers' Non-Professional Examination.*

1902						1903					
Examined			Passed			Examined			Passed		
Std. VIII	Std. VII	Std. VI	Std. VIII	Std. VII	Std. VI	Std. VIII	Std. VII	Std. VI	Std. VIII	Std. VII	Std. VI
17	73	85	11	51	52	23	109	115	18	86*	83†
Totals. 175			.....114			.....247			.....187		

\* Includes one candidate who obtained Standard VII standing on results of Standard VIII examination.

† Includes ten candidates who obtained Standard VI standing on results of Standard VII examination.

*Table III—Teachers' Professional Examination.*

1902						1903					
Examined			Passed			Examined			Passed		
1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
28	78	20	22	53	18	34	104	3	29	85	3
Totals. 126			.....93			.....141			.....117		

## 13.—INSTITUTES and Conventions.

The following is a list of the Teachers' Institutes and Conventions held in the Territories during 1903.

Name of Teachers' Association	Place of meeting	When held	Teachers in attendance
Central Alberta.....	Banff.....	May 7 and 8...	23
" ".....	Calgary.....	Oct. 9 and 10..	49
Southern Alberta.....	Lethbridge.....	May 26.....	19
Regina District.....	Regina.....	June 1 and 2...	29
Saskatchewan.....	Prince Albert..	June 4 and 5...	25
Moose Jaw District.....	Moose Jaw.....	June 8 and 9...	28
" ".....	" ".....	Oct. 8 and 9...	23
Central Assiniboia.....	Wolseley.....	June 12 and 13.	28
" ".....	Grenfell.....	Oct. 1 and 2...	34
North-Eastern Assiniboia..	Saltcoats. ....	Sept. 17 and 18.	23
Northern Alberta.....	Edmonton.....	Oct. 5 and 6...	94
Eastern Assiniboia.....	Whitewood.....	Oct. 8 and 9...	32
Innisfail District.....	Innisfail.....	Oct. 9.....	14
Red Deer District.....	Red Deer.....	Oct. 12.....	18
Lacombe District.....	Lacombe.....	Oct. 16.....	24
South-Eastern Assiniboia..	Oxbow.....	Oct. 23.....	31
Total attendance			494

## 14.—NORMAL Schools.

Held at Regina for training of 1st and 2nd class teachers				Held at Regina and other points for training 3rd class teachers	
No. of students attending Class of certificate				No. of students attending	
Year	1st	2nd	Total	—	Totals
1893	18	35	53	9	62
1894	5	22	27	37	64
1895	9	13	22	18	40
1896	7	16	23	15	38
1897	12	37	49	38	87
1898	23	36	59	35	94
1899	18	58	76	25	101
1900	18	67	85	10	95
1901	25	73	98	18	116
1902	20	72	92	19	111
1903	27	93	120	3	123
Totals	182	522	704	227	931
Trained at Normal sessions held previous to 1893.....					55
Total .....					986



## 15.—INSPECTION of Schools.

Inspector	Jurisdiction	No. of districts in jurisdiction	*No. of schools in operation	*No. of schools visited once	*Number of schools visited twice	Total number of visits	Distance travelled		
							By rail	By road	Total
John Hewgill.....	Eastern and Southern Assiniboia.....	166	146	136	41	177	1,167	2,231	3,398
Wm. Rothwell.....	Central Assiniboia....	132	139	128	60	188	2,037	2,015	4,052
T. E. Perrett.....	Northern Alberta.....	144	142	126	72	198	1,545	2,619	4,164
G. J. Bryan.....	Southern Alberta and Western Assiniboia. Unorganised.....	129	157	163 <sup>+</sup> 1	60	223 1	2,896	1,890	4,786
J. F. Boyce.....	Central Alberta.....	140	113	96	51	147	1,558	2,962	4,520
E. B. Hutcherson...	Saskatchewan and Regina District....	154	109	98	57	155	879	2,933	3,812
A. H. Ball.....	Unorganised.....	1	1						
	North-Eastern Assiniboia.....	130	110	105	72	177	1,200	2,500	3,700
	Unorganised.....	1	1	1		1			
		998	919	854	413	1,267	11,282	17,150	28,432

\* Every room in charge of a teacher is classed as a school in these columns.

+ This includes 25 rooms in Northern Alberta visited by Inspector Bryan.

## 16.—SUMMARY of School Statistics 1886-1903.

Year	Schools in operation	Pupils enrolled	Teachers employed	Total grants paid to schools
1886	76	2,553	84	\$ 8,908 72
1887	111	3,144	125	36,897 47
1888	131	3,453	150	44,547 06
1889	164	4,574	183	56,984 63
1890	195	5,389	224	83,002 55
1891	213	5,652	248	129,042 01
1892	249	6,170	295	121,056 94
1893	262	8,214	307	106,576 59
1894	300	10,721	353	113,999 85
1895	341	11,972	401	112,182 90
1896	366	12,796	433	126,218 21
1897	394	14,576	457	121,457 18
1898	426	16,754	483	133,642 79
1899	454	18,801	545	142,455 89
1900	492	20,343	592	168,322 03
1901	564	23,837	682	162,215 07
1902	640	27,441	783	155,558 41
1903	743	33,191	916	213,764 72

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PART II.

SPECIAL REPORTS.

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## I.

## TERRITORIAL NORMAL SCHOOL

## PRINCIPAL'S REPORT.

F. W. G. HAULTAIN, ESQ., M.L.A.,

*Commissioner of Education.*

Regina, Assa.

SIR,—I have the honour to submit for your consideration the following report for the year ended December 31st, 1903.

During the year two sessions of the Normal School were held, the first from January 4th until April 30th, the second from August 24th until December 23rd. The total number of students in attendance during the year was one hundred and twenty-three. In the spring session the attendance was twenty-seven; eleven males and sixteen females. Of this number four took the training for first-class certificates, twenty for second class, and three for third class. In the fall session the attendance was ninety-six: thirty-two males and sixty-four females. Of this number twenty-three took the training for first class certificates and seventy-three for second class.

It is worthy of note that of the twenty-seven students in attendance at the first session thirteen had received their non-professional certificates in Ontario, three in Nova Scotia, five in Manitoba, and six in the North-West Territories, and of the ninety-six students in attendance at the fall session twenty-seven had received their non-professional certificates in Ontario, ten in Nova Scotia, three in Prince Edward Island, three in New Brunswick, one in Cape Breton, one in Quebec, two in Manitoba, and forty-nine in the North-West Territories. Thus it will be seen that of the total number who took training during the year only forty-five per cent. had received their certificates from the schools in the Territories. Besides, of those in attendance during the year, forty-four per cent. had taken a course of professional instruction before entering the Normal School. As the charge has often been made that our schools are in the hands of mere boys and girls it may be stated that of the one hundred and twenty-three students in attendance during the year the average age was twenty-three. Another striking feature in connection with the attendance is the large percentage of male students. In this respect the percentage is higher than in any other normal school in the Dominion.

As a result of the admission of students from the several provinces there is oftentimes noticeable a considerable difference in their non-professional qualifications. Generally speaking they come well prepared, but at times there is displayed on the part of some a marked weakness in some of the common branches of study. When the academic standing of those who have been in attendance during the year is taken into consideration it is found that the main weaknesses exist along those very lines in which one would naturally expect to find a creditable degree of proficiency. I refer to the general standing in reading, spelling and

composition. It is my opinion that a more searching test at our non-professional examinations along these lines of study would be productive of good. It is certainly not commendable that persons holding high academic standing should be found backward in those common subjects which are of prime importance in any course of study. Also, in view of the fact that so large a percentage of the students come from outside the Territories and that oftentimes the non-professional standing of these proves unsatisfactory, I would suggest that certain grades of certificates now recognised as equivalents be not accepted and that other grades of certificates in order to be accepted be required to be of comparatively recent date. As far as possible stress is laid in the Normal School upon the importance of thoroughness along the common branches of study, and it is hoped that the teachers-in-training will be fully alive to the urgent necessity not only of making themselves proficient in the subjects they are called upon to teach but also of seeing that their pupils receive a thorough drill in the same.

It is somewhat gratifying to note that the teachers-in-training who are the product of the schools in the Territories compare very favourably in scholarship and in teaching ability with those from the provinces, and that as a rule they more readily adapt themselves to our requirements than do the teachers from outside sources.

In connection with the work as at present arranged there is one point that seems to call for more than passing notice. As mentioned above some forty-four per cent. of the teachers who attend have had a course of professional instruction elsewhere and have taught for a longer or shorter period; others have had neither professional training, nor experience in teaching. Thus it will readily be seen that so far as the Normal School is concerned the difficulty is experienced of so arranging the work that from the outset it will fairly meet the requirements of both classes of students, namely, those who have had professional instruction and those who have not.

Taking into consideration not only this fact but also the shortness of the sessions, it is next to impossible to so arrange the course as to be of equal benefit to all. After carefully observing the character of the work done by both classes of students, and making due allowance for exceptions, it is invariably found that those who have had some preliminary professional training, with the additional benefit of a short experience in teaching, enter upon their work in a markedly different spirit from those who are taking training for the first time. They seem more alive to the seriousness of the work and to the responsibility of their future vocation. Besides, our inspectors are unanimous in stating that those who have taken professional training outside the Territories, but who, in view of such training, have been granted standing in the Territories, oftentimes teach for a considerable time in the dark in regard to our requirements, and are slow to fall in line with existing conditions. Such being the case I am of the mind that in future a short preparatory course of training, say from six to eight weeks' duration, should be exacted of all students who intend attending Normal School, also of all those teachers who have taken training outside the Territories. Furthermore it is suggested that those who have had no training beyond that required by such preparatory course be required to teach in a public school in the Territories for a period of at least six months before being admitted to the Normal School. The length of the term might then profitably be

extended somewhat, for the fact exists that a four months' course is entirely too short to thoroughly prepare for the responsibilities of teaching.

Such a preparatory course could be held at convenient centres under the supervision of the inspectors and at such times as would not materially conflict with their duties. It would have this two-fold value: those intending to take professional training in the Normal School would come much better prepared to benefit by the course, while those who had received their professional certificates elsewhere would have a better point of view in regard to our course of study in the Territories.

Respecting the nature of the instruction given at the Normal School it may be said that the aim constantly kept in view is to make the training so practical in character that the teachers-in-training may go out fully alive to the responsible nature of their vocation, conversant with our requirements, and ready to grapple successfully with the varying conditions of our schools in our new and rapidly developing country. As far as possible opportunity is afforded the students not only of becoming acquainted with the practical side of the work but also of measuring themselves by the tests of actual school-room experience. While the science and the history of education are not neglected yet stress is laid more particularly upon those phases of the work which apply especially to our public schools.

In the early part of the course the teachers-in-training are given an opportunity of hearing lessons taught by the staff and of observing the methods of teaching employed in the various rooms of the Regina Public Schools. Practice-teaching is carried on directly under the supervision of the members of the Normal staff acting for the time being as critic-teachers. Thus, through theory, through observation, through practice, the teachers have an opportunity of becoming conversant with the needs of our schools and are ready to adapt themselves to whatever phase of school work they may be called upon to assume.

In addition to the foregoing phases of instruction various forms of practical work are receiving increased attention and are highly appreciated by the teachers-in-training. All students are required not only to take the prescribed work in music, blackboard writing, blackboard drawing, modelling, cardboard work, and woodwork, but also to pass the prescribed texts in these subjects. Each phase is specially designed by the instructors in charge to meet the requirements of our public schools. A course of lectures in hygiene and school sanitation is also given, and in addition such practical instruction in school and tactics and in calisthenic exercises as is applicable to the requirements of all classes of schools.

In view of the rapidly increasing attendance at the Normal School the accommodation can be considered neither adequate nor satisfactory. For certain features of the work the first and second classes can be combined, but in many respects the necessity exists for separate rooms. The number of males and females in attendance is about equal and it is most essential that there should be separate rooms for study. At the same time the library should be a room used exclusively for library purposes and easily accessible to all students. Before coming many of the students have had few opportunities for reading good literature and the Normal staff try as far as possible to develop and foster the reading habit in the students. The library is rapidly growing in favour with those in attendance, and the extent and the character of the reading done during the past year were highly creditable. As at present arranged the library has to answer a four-fold purpose, namely, that of library,

class-room, study, and private room for the staff. Thus it is impossible to expect the good results that might be reaped if it could be used exclusively for library purposes. Taking this into consideration I would strongly urge upon the department the necessity of securing an additional room in the event that the number of students to be admitted exceeds seventy-five.

The time seems to have come when something should be done towards the establishment of a laboratory, or the nucleus of one, for the purpose of improving the nature of the instruction along the lines of agriculture, elementary chemistry, and physics. If even a small amount were expended for this phase of the work the advantages resulting from the expenditure would certainly be marked. Other suggestions respecting additions and alterations might be made but the present time may not be opportune for doing so. However, if the attendance continues to increase, and we are to keep abreast of the work done in similar institutions, there seems a great necessity either of a building for Normal School purposes, or of increased accommodation to that already provided.

In May I was granted leave of absence for three months in order to visit some of the leading educational institutions in the States and Eastern Canada with a view to making myself acquainted with the character of the work and the methods employed. A short time was spent in what I had reason to believe were some of the chief centres of educational work, namely, Winnipeg, Minneapolis, St. Paul, Chicago, Ypsilanti, London, Toronto, Hamilton and Boston. In the course of my trip I had also the opportunity not only of discussing various phases of school work with the men connected with the public schools, State Normal Schools and Training Institutes in these various centres, but also of observing the character of the work done along the various lines. In regard to the training of teachers there seems a marked difference between the Canadian and American systems. In Canada, generally speaking, the Normal School course looks more to the professional side of the teachers' work. Before being admitted the student must afford satisfactory evidence of having attained a certain academic standing. The assumption is that at the time of entering he has completed a course in the subjects he is expected to teach. In the United States many of the Normal Schools furnish instruction not only in the professional branches of study but along academic lines as well. The teacher-in-training is concerned not only with learning the several subjects but also with learning how to teach them. There seems a great divergence of opinion respecting the function of the Normal School. Some schools lay especial stress upon the purely professional side of the work, others on the academic side, while not a few cause the two to go, as it were, hand in hand, making use of the academic work as a sort of preparatory "brushing-up" for the professional side of the instruction.

Looking at the matter from our own standpoint it would seem best to avoid fruitless discussions along the line of *professional* and *academic* work, and, keeping in view the special needs of our schools, endeavour to have the graduates of our Normal Schools go out not only prepared with as sound a scholarship as possible but also prepared to *teach*, in the widest significance of the term.

I have the honour to be, Sir,

Your obedient servant,

D. P. McCOLL,  
*Principal Normal School.*

## II.

REPORTS OF INSPECTORS OF SCHOOLS.

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DIVISION NO. 1.—*North-Eastern Assiniboia.* A. H. BALL, *Inspector.*

SIR,—In accordance with Section 13 of the general instructions issued to inspectors I beg to submit the following report for the year :

One-fourth of the districts in my inspectorate are in foreign settlements, the nationalities in order of number of schools being German, Icelandic, Hungarian, Galician, Swedish and Finnish. The Swedes and many of the Germans have lived previously in some part of the United States for a shorter or longer time and are to a certain extent familiar with our standards of education and social life. The Galicians are generally poor and illiterate, and are quite ignorant of the value of education. In some cases they are violently hostile to the school and to the direct tax for school purposes. If the organisation of school districts in their settlements is not proceeded with and the law relating to compulsory attendance enforced these people will have a degrading influence on the community. Two of the most efficient schools in this division are in Swedish and in Icelandic settlements.

Sixty per cent. of the districts which I visited are short term or summer schools, nearly all of which change teachers annually. When the same teacher returns in successive years there is a marked difference in the relative efficiency of the school. It is my opinion that in short term schools the teaching should be confined entirely to essential subjects.

Fifteen new school houses of a good type have been erected during the year, many having been built according to the plan sent out by the department. Three replace old buildings and show much improvement. Trustees often ask if the department has suggestive plans for village and town schools. If these could be provided, buildings in the villages and smaller towns would often be more adapted to the purpose they are expected to serve. Even in fairly large towns a plan is usually prepared by some cheap architect or the local contractor with inexpert notions of halls and corridors, basements, lighting, heating and ventilation. Pupils and teachers suffer years of annoyance and inconvenience in consequence, and some patching somewhere is always going on. Many buildings show improvements in the matter of painting and interior finishing; metal ceilings and walls are coming into favour.

The equipment of the schools is steadily increasing in adequacy, the method of paying the grant on inspection giving distinct encouragement. Many schools have changed their seating during the year, patent desks having been provided. Libraries are rapidly making their appearance and in many cases trustees have set aside the whole of the grant on inspection for library purposes, and in some cases have supplemented even this by a grant from the general fund.

The grounds are generally the last thing thought of by a board of



trustees. Where grounds have been much improved credit may usually be given to the energy of some individual trustee or teacher. The notion that the grounds should be given a share of the appropriations is not general. There is much improvement, however, especially in outbuildings and fencing.

*Reading.*—Too many teachers are satisfied with rapid word-recognition merely. Teachers seem afraid to teach pupils directly the correct expression of a passage. If half the time that is now spent in inexpert interrogation were given to careful, direct, interesting teaching pupils would be able to give more evidence of their intelligence. The subject matter of the reading lesson is usually appreciated.

*Orthoepy and Spelling.*—Oral class spelling is generally better than the spelling seen in the pupil's ordinary written work. The successful teaching of this subject depends largely on the teacher's view of its importance. If a spelling book could be devised providing a drill in the difficult words of ordinary vocabularies it would be very useful in the schools.

*Composition.*—The results in this subject are unsatisfactory in the first four standards and barely satisfactory in the fifth. The teaching is indefinite, unsystematic and badly graded; it is critical rather than constructive. Much of the practice is confined to "writing the story of the lesson." The importance of the work outlined in the Programme of Studies for Standards I and II is not realised, and there is insufficient supervision of all written work in the senior standards.

*History.*—Neither the kind of teaching given nor the results shown in this subject in Standard II give satisfaction. Few are able to teach the work assigned in a dignified, worthy way. The nature of the work demanded seems to require wider views of the end sought, fuller knowledge of the subject matter and greater skill in teaching than our younger teachers possess. Where the results are satisfactory they fully justify the programme, but few have the mental equipment and ability to induce these results. As a consequence teaching is trivial and the pupils' training and knowledge of doubtful educational value. The work in Standard III is more technical and the teaching rather more successful. The English history of Standard IV is not satisfactory, few teachers taking the trouble to prepare the broad work demanded.

*Geography.*—Good work is being done in this subject, especially where teachers comprehend the relation between the sequence of topics as outlined in the programme. Methods, however, are far from uniform and much purposeless interrogation goes on in oral work. There is need also in this subject of more direct attractive teaching, especially when the topics studied are manifestly outside a pupil's experience. There is need also for more frequent use of the material in the immediate neighbourhood of the school. This subject engenders many "fads," school journals which mistake novelty for progress being responsible. Map drawing is improving but the wholesome reaction on a pupil's character of faithful exactness in execution is not generally realised.

*Nature Study and Agriculture.*—As a whole study this is unsatisfactory. Teachers do not use good judgment in timing the study of certain topics. Teaching is often narrow in aim. Comparisons, relations, purposes are not emphasised. Objective work is insufficient, and often the teaching is too minute. There are some notable exceptions which go to show that good useful work on the programme can be done.

*Arithmetic*—A great deal of time is given to this subject—too much in my opinion. There is hardly a study that does not suffer from the encroachment of this one on its time. The results are usually satisfactory as far as arithmetic is concerned. The work in Standards I and II when rightly understood and taught gives astonishing results in correct, intricate and rapid thinking. The statements of solutions are generally carefully made.

*Music*—Much good work is done in music and especially in singing. In short-term schools little time is given, wisely enough, to theory and the right reading of difficult pieces. If pupils leave school with a notion of what is tasteful in vocal music, with some ability to sing some good songs in correct time and tunefully, and with some idea of the æsthetic value of the sounds of the language the best that the public school can furnish without expert training will have been given. In view of the fact that very many of the teachers are inexpert in either music or drawing or both, I do not consider that these subjects should be made compulsory, but that a small special grant be given to schools where these subjects are taught to the satisfaction of the inspector. Trustees who wish the work done will then select teachers possessing the proper qualifications.

The above observations necessarily make the defects in the schools more prominent than the excellencies and do not give quite a just view of the large amount of thoroughly good work that is being done. The teaching body is young, energetic and alert. Teachers are conscious of many deficiencies and are anxious to increase their professional equipment. Because of the limited experience of the larger number of teachers the programme should be full and explicit; institutes should be held early in the year in centres where a large number of teachers of short-term schools can attend; conventions should be encouraged and supervision exercised over the programmes and discussions.

I have the honour to be, Sir,

Your obedient servant,

AUGUSTUS H. BALL,

*Inspector of Schools*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,*  
*Regina, N.W.T.*

DIVISION No. 2.—*Eastern and South-Eastern Assiniboia.* JOHN HEWGILL, *Inspector.*

SIR,—I beg leave to submit the following report on the condition of schools in this inspectorate for 1903:

During the year twelve new school houses have been erected. They are very creditable structures, being well finished, well equipped and more or less attractive in appearance. In the construction of school houses more attention is now being given to essential requirements and conveniences. The comfort of teacher and pupils receives consideration; home-made desks and seats are a thing of the past; and blackboards are no longer left out in considering the equipment. The improved condition of buildings is very largely due to the help and suggestions afforded by the regulations and special circular issued by the department.

It is a pleasure to notice this growing desire to improve upon former conditions, and in this connection I might make mention of the Moosomin school board who, during the year, have replaced the old and somewhat uncomfortable seats and desks with the very best the market affords. The school is now furnished throughout with the latest single adjustable desks, slate blackboards and a large well selected library. I might also refer to the Oxbow district, whose board deserves considerable praise for what it has accomplished in the way of fencing and otherwise improving and beautifying the school grounds, besides increasing the teaching staff and adding to the school library.

A number of new districts were organised during the year, most of which are now in full operation. The increase was chiefly in that portion of the inspectorate lying between the Souris branch and the Arcola extension. As an illustration of the development throughout this region I may say that a few years ago I drove from Moose Mountain to Estevan and that for a distance of over forty miles along my route of travel there was not the slightest evidence of the presence of man. This summer while travelling the same route I passed through one continuous settlement.

Owing to the general prevalence of the herd-law throughout my inspectorate it has been somewhat difficult to get trustees to fence the school grounds, although I continue through my reports to draw their attention to the necessity for doing so. I do not think that ten per cent. of the grounds are enclosed. This is to be deplored, as it renders all attempts at tree-planting and gardening abortive. I have known teachers, with the hearty co-operation of the pupils, to make very earnest efforts to beautify the grounds only to find that some wandering animals had, during the night, trampled over the cherished garden plot or broken down the trees.

Now fifty per cent. of the grant earned on the basis of the inspector's reports has to be expended each year for library purposes, and the result of this is that the foundation of a library is being laid in each and every district receiving the grant, a condition that could not have been attained otherwise. I cannot conceive of a more laudable way of expending the other fifty per cent. than by the passing of a law obliging it to be expended on fencing and beautifying the grounds. In the majority of cases the trustees add something from the general fund to supplement the amount for library purposes and doubtless the same would be done in this case. Until steps are taken in this direction very little practical or effective work can be done along the lines of real nature study.

Throughout the inspectorate the regular school course has been the basis of school work, and there has been no demand for any modifications of the course. Teachers who come from the Eastern Provinces find more or less difficulty in adapting their methods and ideas to the requirements of our programme. Frequently they make no attempt to do so until after my visit. As a rule, however, I have always found them ready and willing to attempt it as soon as its importance and its help to them has been pointed out.

For the last two years I have been causing a little more attention to be given to reading and composition with the view of securing more expressive work in the former and more accurate results in the latter, and I observe a decided betterment in each. The teaching of reading in all grades is now directed mainly to securing expression of the thought.

Pattern reading is one of the means employed to show pupils how to express the thought. As a rule this method is used only when other means fail.

Everything pertaining to education appears to be in a progressive state and the department should feel gratified at the results.

I have the honour to be, Sir,

Your obedient servant,

JOHN HEWGILL,

*Inspector of Schools.*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,*  
*Regina, N.W.T.*

DIVISION No. 3.—*Central Assiniboia.* WILLIAM ROTHWELL, *Inspector.*

SIR,—I have the honour to report as follows regarding the progress of schools in my inspectorate for the year 1903:

The great majority of the settlers in this division are English speaking. As a rule I find that as soon as the necessary requirements for the formation of a district exist in a new settlement steps are at once taken for its organisation. This is not always the case, however, in foreign settlements. In some instances one, two, or more years are allowed to slip by before the question of a school is thought of.

In the town districts in this division several excellent brick and stone school houses have been erected. They reflect credit on the enterprise and liberality of the ratepayers. In rural communities the buildings are usually frame structures. Generally speaking they are commodious, well lighted, and suitably heated but seldom have any provision for ventilation except by means of the windows.

There has been a steady improvement in school equipment. Good desks, good black boards, a supply of maps and other requisites, are now the rule instead of the exception. I find that trustees readily appropriate the funds required for equipment when convinced of the importance of supplying the teacher with the tools necessary to enable him to give proper instruction in the subjects of the school course.

When the inspector visits two schools each day there is little or no time left for other important work which should demand his attention. During the year I found it possible to inspect the records of only a few of the districts in this division. In a number of instances the records examined were quite unsatisfactory. If inspectors had the necessary time at their disposal they could render valuable assistance to trustees and school officials by giving their advice respecting the management of the business affairs of their districts. Inspectors might also visit new settlements where districts are required, or where they have been recently established, for the purpose of encouraging and advising those interested in the organisation of a school.

The people generally manifest their appreciation of school privileges by sending their children with commendable regularity. It is no light matter for the children to walk two or three miles to school during inclement weather. One little boy said to me, "I live five and a half miles from school and I have not lost a day this summer." The teacher



PUBLIC SCHOOL, PRINCE ALBERT EAST S. D., SASK.



PUBLIC SCHOOL, RED DEER, ALTA.



verified his statement. Occasionally I have found most culpable negligence in this matter of attendance. I know of parents living within a short distance of a school who have never sent their children for a single day. Such parents not only wrong their children but wrong the community in which they live. I am convinced the clauses in The School Ordinance relating to compulsory attendance could be, and should be, made more effective. At present evasion is so easy, and informing on a neighbour so distasteful, that seldom has an effort been made to put the law into force.

As regards the work done in our schools I may say that on the whole the subjects of study prescribed are fairly well taught. Of all the subjects the results in writing are probably the most unsatisfactory. This is largely due to the fact that while the vertical system is the one authorised most of the writing, or rather scribbling, done by the pupils is in the sloping system. I have also observed that little or no attention is given by many of our teachers to the position of pupils while writing, holding the pen, freedom of movement and such other important matters.

In closing this report I wish to refer briefly to our teachers. During my thirteen years' experience as an inspector in the Territories I have found the same condition prevailing throughout the whole period. While many of those who are in charge of our schools feel the importance of their calling and face their daily work with zeal and earnestness there are others—many others—who are teaching as it were for the present, for what is in it, and who are ready to step out and seek more profitable and more congenial employment whenever they have an opportunity to do so. Thus year by year our schools continue to come under the control of young and inexperienced teachers. It would be needless for me to dwell upon the evil consequences resulting from this condition of affairs. Suffice it to say that if anything can be done by legislation or otherwise to materially lengthen the school life of our teachers it would be a great boon to the community at large.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM ROTHWELL,

*Inspector of Schools.*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,*  
*Regina, Assa.*

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DIVISION NO. 4.—*Saskatchewan.* E. B. HUTCHERSON, *Inspector.*

SIR,—I have the honour to submit for your consideration the following report upon the Saskatchewan inspectorate for the year 1903:

Nearly all the schools in operation were visited once. It was impossible to visit all twice owing to the large number and the great distances to travel. I made 153 visits, inspected 96 schools once and 57 twice and travelled 2,933 miles by road and 879 by rail. The work of inspecting so occupied my time that little attention could be given to such important work as conventions, giving information to trustees of new districts, inspecting secretaries' books, etc. In the foreign districts especially much help from the inspector is necessary.

The number of organised districts at the beginning of the year was 120. This increased to 156 during the year, and this increase of 36, with one or two exceptions, was in the Saskatchewan portion of the inspectorate.

There are 66 frame, 22 log, 5 brick, and 6 stone school houses in the district. Twenty-two rural frame houses and a graded brick school at Saskatoon were built during the year. Trustees in rural districts usually adopt the plan sent out by the department. These have been of great value in producing a uniformity among the new buildings erected.

Except in a very few districts the school yard is the prairie. Good stables are erected where there are winter schools. On account of the early stage of organisation, and the uncertainty about school sites, there is scarcely any attempt made towards beautifying the house and grounds. Unpainted houses, bare walls, unfenced grounds with no gardens or trees, are the rule, not the exception.

The great majority of schools are well supplied with equipment. There is scarcely a school with less than the minimum amount and my suggestions as to additional equipment were usually adopted by trustees. Only twenty-nine schools have sufficient black board space and about fifteen have unsatisfactory desks. This number will in all likelihood be greatly reduced next year.

There was a great scarcity of teachers at the beginning of the year and a large number of schools were open only a few months. Teachers holding first class certificates are in great demand. The majority hold second class certificates and there are only six teachers in the inspectorate holding third class certificates. Sixty out of ninety-three teachers have not received their Normal training in the West.

In all rural schools the attendance of pupils is very irregular. The majority of those who attend during the summer months are girls and the young boys. The progress made is, as a result, quite unsatisfactory. In town and village districts the attendance is more regular and better work is being accomplished. It appears to me desirable that boards of trustees in both town and village districts should make a determined effort to enforce the clauses of The School Ordinance relating to compulsory attendance. Much carelessness and indifference is displayed at present in this most important matter.

The flood of immigration reached Saskatchewan only this year but among the new arrivals there is no lack of interest in education. The school house is built before the settlers have comfortable homes for themselves. The Americans, Eastern Canadians, and Mennonites, are the most active in organising districts. The following remarks about schools in foreign speaking settlements apply only to those foreigners who have given up their communal life. The "colonies" of foreigners are in the same condition, socially and intellectually, as when they came to the Territories.

The Mennonites are most anxious to have their children educated. Twenty-two districts are now organised among them with fifteen in operation. Their schools are the better built and more fully equipped than any others in my inspectorate and the people are most desirous of meeting any suggestions. On my advice new seats were put into many of these schools and in four districts residences were built for the teacher. There is a great and growing difficulty in regard to securing teachers, although good salaries are paid. Three or four young Mennonites who recently graduated from our High and Normal Schools



are now in charge of schools in these settlements. I found the children making good progress in arithmetic and writing. They learn their second language (English) as a child learns his mother tongue and not so much by translation. Where this latter method alone is employed the results are unsatisfactory. All instruction in the higher grades is given in English and they are now beginning the study of composition, history and geography. Singing is found to be one of the best means of teaching the proper pronunciation of the English language.

The rural schools in German settlements outside the colonies are making good progress. There are but few of these in my district. The Norwegians and Swedes have two schools in operation, and the Galicians have organised their first district. The Doukhobors have no schools, although buildings are being erected in every village. From information which I have gathered and from conversations I have had with these people I understand they are not interested in education and have little desire to have their children learn English.

The subjects of the Programme of Studies are fairly well covered by the teachers in town and village schools, but in the majority of country districts attention is given very largely to reading, writing and arithmetic. Too much emphasis is put on the fact that certain schools are summer ones and that the pupils should be taught only certain subjects. It appears to me advisable to outline a minimum course in history, geography, and other subjects for these schools, and to see by a rigid inspection that they are taught. Instruction in composition is generally neglected. There is no actual teaching. Correcting a few grammatical errors and having a few stories re-written cannot be regarded as teaching the subject. I am inclined to think a text for primary grades is required. When asked for specially the writing was good, but in many schools the exercise books were untidy in appearance, writing careless. Grammar is well taught in the higher grades but is not connected sufficiently with composition in the lower. The teaching of history and geography is only fairly satisfactory. The geography of our own country is poorly taught. In arithmetic the theory is well taught. More attention should be given to getting accurate results, and to the writing of solutions. In nature study too much use is made of the subject to furnish information on animals and plants, and too little stress laid on the fact that this should only be furnished by observation. There is more or less singing in most of the schools but very little teaching of music. Drawing is not receiving the necessary attention.

The departmental examinations control the work for Standards V, VI, VII and VIII. These standards are usually well taught as the best teachers are employed for these grades. Gradually apparatus is being added for the teaching of science.

In conclusion I have much pleasure in stating that after considering all the conditions in my inspectorate the work is fairly satisfactory. Until there is a more settled condition of affairs, a greater number of yearly schools, and some means of making a larger percentage of our teachers who are not graduates of our normal school familiar with our aims, conditions, and courses of study, we cannot hope for better results.

I have the honour to be, Sir,

Your obedient servant,

E. B. HUTCHERSON,

*Inspector of Schools,*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,*  
*Regina, N.W.T.*

DIVISION NO. 5.—*Southern Alberta.* G. J. BRYAN, *Inspector.*

SIR,—I beg to submit herewith my annual report for the year 1903.

During the year every school in the inspectorate that was in operation at the time of my visit was inspected once and the great majority twice. Two conventions were held in Central Alberta—one at Banff on May 7th and 8th, the other at Calgary on October 9th and 10th. At both these meetings excellent programmes were presented and the discussion of papers was spirited and profitable. At the former meeting a talk on Literature by the Principal of the Normal School, and at the latter an address on Education in Germany by the Rev. Dr. McCrae, Principal of the Western Canada College, were interesting features. On May 26th the teachers of south-western Alberta met together at Lethbridge for organisation purposes. Owing to the severe snow storm which had occurred a few days previously no teachers from the Cardston district were present. A short programme preceded the discussion of business matter. An association was formed and Raymond selected as the next place of meeting. It had been my intention to have formed associations at Medicine Hat and Macleod. In the former case the prevalence of sickness and in the latter the lateness of the season rendered such a course impracticable. I discussed the question of organisation with the teachers in both these districts and am convinced that associations will be formed in the near future.

*School Grounds.*—In rural districts the grounds are of sufficient area but in town and village districts they are entirely too small. As a consequence the streets are utilised by the pupils for purposes of recreation. The adornment of the school premises by the planting of trees or by the cultivation of flowers is a rare occurrence. In many districts the climatic conditions render the growth of trees a matter of extreme difficulty.

*Buildings.*—In town districts the new schools that have lately been erected or are in course of construction are of a much better type than the old ones. The trustees are recognising the importance, from a hygienic standpoint, of commodious quarters and satisfactory systems of heating, lighting and ventilation. At Macleod a handsome six-roomed brick building has been erected. At Pincher Creek the old building has been replaced by a modern four-roomed structure. At High River a new brick school has been built, and at Calgary work on the new ten-roomed school has begun. When completed the latter building will cost about \$60,000.00 and will compare favourably with any other structure of the kind in Canada.

In town districts the duties of the caretaker are performed in a fairly satisfactory manner but in village and rural schools a paid caretaker is the exception. As a rule the work is done by the teacher and pupils. Needless to say in many cases the results are not very satisfactory.

In few schools has any attempt been made to relieve the bareness of the interior by pictures or even by stencil decorations.

*Teachers.*—During the past years the supply of teachers has almost kept pace with the demand. Too much credit cannot be given to the members of the employment committee of the Territorial Teachers' Association for their painstaking efforts to provide suitable teachers for our schools. So great is the confidence reposed by the trustees in the members of this committee that the selection of the teacher is frequently left in their hands,

Many teachers who come to us from other parts of Canada experience considerable difficulty in interpreting and following the Programme of Studies. In a few cases I have found that no attempt was being made to follow it. I would suggest that as soon as a teacher secures standing in the Territories a copy of the programme be sent to him with an intimation that the granting of his permanent certificate will depend upon his success in following the lines of work laid down therein.

*Equipment.*—I have found the trustees, with few exceptions, willing to provide the equipment necessary for the work of the school when they have been convinced of its necessity. I have also found that frequently through ignorance articles have been provided which, under existing conditions, were entirely unnecessary.

Owing to the failure of trustees to provide cupboards in which to store apparatus when not in use these articles rapidly deteriorate in value and soon become useless.

*Proficiency of Pupils.*—In graded schools the general standing of pupils is creditable but in ungraded schools it is not quite so satisfactory. This may be explained in many ways: (1) The number of classes is sometimes so great as to render thorough and efficient work difficult if not impossible; (2) The attendance of scholars in country districts is extremely irregular; (3) Teachers are more frequently changed in rural districts than in towns and villages; (4) Some teachers, in summer schools more particularly, attempt to teach all the subjects on the programme and as a result there is a lack of thoroughness in essentials.

In primary reading sound methods of instruction prevail and the results are commendable. In the higher standards thought reading is very creditable, but oral reading is frequently marked by indistinct articulation, lack of emphasis, and disregard of punctuation marks. As I have pointed out in a former report the low standing of pupils in oral reading is due, in many cases, to the fact that the teacher is not a good reader. Since oral reading is not among the tests in our non-professional work it would be wise to devote considerable attention to it in the Normal course, and to test the candidates' ability at the final examination. It has been my experience that better expression in oral reading and a more rapid and intelligent grasp of the thought are to be found in those schools where supplementary reading receives due attention.

In a few schools the writing is very good; in the great majority it is fair; while in others it is decidedly poor. Usually, poor writing is due to lack of supervision of the regular seat work. The pupil who is allowed to scribble in his exercise book will not become a good writer. I am convinced that the adoption of the vertical system was a great mistake. There is no doubt that its popularity was due to a reaction against the elaborate and ornamental style of the Spencerian and to its supposed superiority from a hygienic standpoint. A moderate slant with simplicity in the formation of the letters would be more popular with the teachers, with the pupils, and with the parents.

There is distinct improvement in spelling in all grades. The teaching of this subject is more thorough and systematic. The dictation of sentences and of paragraphs should receive more stress. Frequently long and uncommon words are spelled correctly while short words and those in common use are a source of trouble. Careful correction of mistakes in written exercises will prevent the fixing of wrong forms in the memory.

As a rule grammar is well taught. In a few cases there seems to be a tendency to separate it from composition and literature. The change in the authorised text has been a boon to many teachers.

In no other subject on the school course is the standing of pupils as low as in composition. The following appear to me to be the chief reasons for this unsatisfactory condition: (1) In primary grades sufficient prominence is not given to oral language work. As a rule, the child writes as he talks. If, therefore, he be not taught to give correct expression to his thoughts in the regular class work we cannot expect him to do so in written exercises. (2) In all grades too little time is spent in the actual teaching of composition. In many schools the assigning of a subject and the correction of the pupil's work is the method adopted. (3) In the higher grades too much stress is placed on the reproduction of the substance of lessons in reading, history, etc. The scholars should be encouraged to narrate their own experiences (real or imaginary). The adoption of a more original type of work should result in greater interest and a greater power of thought expression.

Satisfactory results have not been attained in the teaching of history in Standard II. In the higher standards the knowledge of facts was very satisfactory, but frequently the connection between events was not clearly distinguished. The pupils' knowledge of our own system of government was often rather vague. A broader method of treatment and the institution of frequent comparisons to show the development of the nations along social, political and industrial lines would give better results.

A distinct improvement is noticeable in the work of the two lower standards in geography. The teachers are realising that elementary notions of geography must be gained through the senses and, as a consequence, the pupils are trained in accurate observation of phenomena. The results in Standard III are not quite so satisfactory. The main difficulty lies in the teaching of the physical geography preceding the study of North America. In the higher grades the study of the North-West Territories should be emphasised. More attention should be paid to map drawing.

The teaching in arithmetic is objective in character and the statement of solutions is fairly logical. A greater degree of thoroughness should characterise the work in all grades. Practice in the interpretation of problems should frequently be given. The importance of rapid mental work is not sufficiently recognised.

In many schools considerable interest is manifested in the study of plant life. The pupils observe closely and reason intelligently. I can safely assert that where the study of plant life has been conducted in a practical and systematic manner the tone of the school has been raised. The results obtained from the study of animal life are not quite so satisfactory.

Except in schools where pupils are being prepared for the Standard V examination very little time is devoted to hygiene and temperance. Sometimes a place is assigned to these subjects in the teacher's timetable but as a rule the teaching is of a desultory nature.

The teachers who possess a talent for drawing or music are doing creditable work.

I am pleased to report a gratifying increase in the number of school libraries. In many cases the trustees have made voluntary contributions.

The clause in The School Grants Ordinance, making it compulsory for trustees to expend one half of the amount of the grant obtained on the basis of inspection in the purchase of suitable books, has had a beneficial effect. The list of books furnished by the department has been of inestimable value.

I have the honour to be, sir,

Your obedient servant,

G. J. BRYAN,

*Inspector of Schools.*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,  
Regina, Assa.*

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DIVISION NO. 6.—*Central Alberta.* J. F. BOYCE, *Inspector.*

SIR,—I have the honour to submit for your consideration the following report of my inspectorate for the year ending December 31st, 1903.

In the majority of districts school sites have been well located. There are a few instances in which the grounds selected are not very satisfactory but as a rule they are centrally situated and well drained, and if there were good trails the grounds would be accessible from all parts of the district. Many boards of trustees are endeavouring to improve the appearance of the school premises by clearing the grounds, fencing, planting trees, and building stable accommodation. It is worthy of special mention that the trustees in about eighty per cent. of the districts have made a wise provision for the future by procuring, while land is cheap, two or more acres for play-ground.

Taking the school houses collectively they are a much better class of building than one would expect to find in a new country. True, in a few districts there are schools in bad repair, poorly ventilated and far too small for the number of pupils in attendance, but at least seventy-five per cent. of the school houses are well constructed, commodious and comfortable. It is a pity that in so many schools no provision has been made for ventilation. On the other hand it is gratifying to note that there is a growing inclination on the part of trustees to erect buildings up-to-date in every particular. The taste of some teachers in school room decoration is worthy of praise.

The schools on the whole are fairly well equipped or are being well equipped gradually with the necessary working apparatus. Nearly all the new districts are providing their schools with good factory-made furniture and many of the older ones are replacing the old home-made benches with new patent desks. The black board in many instances is the poorest part of the equipment. Wooden and plaster black boards are almost invariably very poor. Slate, hyloplate and slated cloth black boards are being introduced in some of the schools and are giving satisfaction.

The clause in The School Grants Ordinance making provision for starting a small library in every school meets with general approval on the part of the teachers and many boards of trustees. Indeed, a few districts have supplemented the grant by purchasing books with the proceeds of entertainments, and by this means have the nucleus of a good library.

It is a matter of regret that in too many districts the books and records are not satisfactorily kept. Probably not more than fifty per cent. of the officers keep the books and records in a systematic and business-like manner. The introduction of a municipal system of assessment and collection of taxes ought to be more satisfactory to the ratepayers, the trustees and the department.

Judging from the class of school buildings being erected, and from the pride and interest many boards of trustees and the ratepayers take in their schools, the citizens of this country are fully alive to the advantages of a public school education. To be sure, in nearly every district there are some parents who seem indifferent regarding the education of their children, but fortunately they are a small minority. Strange to say, the interest in the educational affairs is more manifest in the foreign than in the English-speaking settlements. In this connection I must pay a tribute to the districts settled by foreigners by stating that their schools compare very favourably with the best in this division. Of course the oral and written language work is somewhat backward in those schools in which the children speak only their native language at home. In other subjects such as spelling, writing and arithmetic their standing is quite equal to if not higher than that of pupils in many of the best English-speaking schools.

While the general proficiency of the schools in this part of the Territories is in many respects far from approaching the ideal, yet if one considers that there are innumerable drawbacks in a new country that are not met with in an older land one wonders that the general standing is as good as it is. Long distances to school, unfavourable weather, and almost impassable roads tend to produce irregularity of attendance. In newly organised districts the pupils are necessarily backward through having been absent from school for two, three or more years. The children of the earlier settlers in the outlying parts may not have an opportunity of attending school until they have reached an advanced age. Then, too, it is not unusual to find in a new school children from two or three states and as many provinces, and as the systems of education in the places from which they came are very different from our system proper classification of the pupils is well nigh impossible. Moreover, the frequent change of teachers has a retarding influence on the progress of the pupils. Many teachers are leaving the profession, the women to assume other responsibilities, the men to accept more lucrative positions. Owing to the scarcity of teachers many schools have been delayed in opening for weeks and months. Teachers in the more remote districts have a natural desire to get positions in the towns, or nearer the towns, and change schools when the first opportunity arises. As a consequence there can be little continuity of work in those schools in which there is a frequent change of teachers. Under the circumstances it is folly to expect that degree of excellence which would be possible if the conditions were more favourable. In the village schools the crowded condition of the rooms renders the teacher's work arduous indeed, and although the trustees in every village school in this inspectorate engaged an additional teacher during the summer the congestion still continues. Taking everything into consideration, and without any reflection on the village and summer schools, the yearly rural schools are the most satisfactory. However, notwithstanding all the disadvantages to be faced and all the obstacles to be overcome, the general standing of the schools as a

whole reflects creditably on the earnest, painstaking and conscientious efforts of the teachers.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,

*Inspector of Schools.*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,*  
*Regina.*

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DIVISION NO. 7.—*Northern Alberta.* T. E. PERRETT, *Inspector.*

SIR,—I have the honour to submit the following report for the past school year :

A most noticeable feature during the year's inspection was the rapid increase in school districts, together with a laudable advance in school interests. In this division for a distance of seventy-five miles north and south, and fifty miles east and west, there is, comparatively speaking, little land that is not now comprised within the limits of some district.

In some communities, particularly those settled by Russians and Galicians, there are but few schools. This is not altogether on account of open opposition to education on the part of these settlers but is partially the result of their failing to recognise the value of an education for their children. In many cases the absence of schools may be traced to the fact that these people are accustomed to have things done for them. For this reason they hesitate to take the initiative steps required by law. In those of their settlements where districts have been organised and schools are in operation I found the pupils interested in their studies and amenable to discipline but somewhat irregular in attendance. Good progress is being made in learning the English language.

In practically all other foreign communities the formation of school districts follows close upon settlement.

The desire for a longer school term is growing, though last year several districts had but little, if any, school. This was partly on account of the scarcity of teachers and partly on account of their not being able to secure teachers possessing certain language and national characteristics. In the latter case I think these districts are decidedly in the wrong. With so many languages and nationalities in the country it would be impossible to provide each district with a teacher of its own kind. I find also that it is by no means necessary for the teacher to know and to use the language of the foreign speaking children. Indeed it is oftentimes a hinderance.

The quickest and surest method of assimilating the foreign elements in our population is through our schools. Here is seen the ready adoption of dress, language, manners and customs. It sometimes happens in these foreign schools that when parents know of the inspector's visit they attend, and it is gratifying to notice the interest taken by them in the answering and attitude of their children. These people also take a commendable pride in their school building however crude it may be. The best teachers—better for not using the language of

the locality—should be secured for these foreign schools. It might be well to offer a bonus to suitable teachers for these districts the more especially as the nature of the accommodation is not always the most inviting.

Of all classes of schools the short term, or summer school, is the most unsatisfactory. As they continue in operation only from six to eight months in the year it is rarely that they employ the same teacher for the year following. Of the schools in this inspectorate twenty-five changed teachers during the second term of the year and eighty schools have opened this year with new teachers in charge. These frequent changes make it difficult for the teacher to plan or outline special work for his schools. Besides there can be no question as to the educational loss resulting from a break of several months in the school period, especially when such break is followed, as it usually is, by the employment of a teacher unacquainted with the conditions of the school and the attainments and mental characteristics of the pupils.

As a rule the Programme of Studies is being carefully followed. In graded schools the whole course is readily covered even in detail. In rural schools, where there are fewer pupils in classes and where more attention can be given to individuals, the general outlines of prescribed work are being thoroughly drilled. I would suggest that for graded schools calisthenics and fire drill should be introduced.

In this inspectorate there is but one teachers' convention yearly. The aim is to have the best papers prepared by the best teachers, and to add the interest of numbers to the interest of the work taken up. About one hundred teachers usually attend. Besides information gathered from the papers read, and the discussions which follow, teachers receive considerable benefit from personal comparison of methods, and solutions of problems met with in school life. In addition to this central convention smaller gatherings are informally organised, the meetings being held on Saturdays once or twice a month. These organisations embrace about ten or twelve teachers. At their meetings usually one formal paper is read while the balance of the time is taken up with a general discussion of immediate school problems.

Much more attention is being given to making the school equipment more adequate. More black board space of a better quality is being recognised as necessary. Trustees also realise that the use of old home-made desks is false economy. Usually there is an ample supply of maps except that of the North-West Territories. Too frequently I notice the absence of a dictionary and frequently where one is provided it has the appearance of being in disuse.

There is a decided increase in the number of school libraries and the books selected are more suitable. Judging from the library registers the pupils are doing considerable reading.

The type of school building is growing with the country's advancement. The new buildings in old districts are frequently brick, and in the new districts good frame buildings are being erected. These are generally built from some approved plan and in this connection the circulars distributed by the department have proved of much benefit. I find considerable attention being given to lighting and ventilation. The schools are neatly built and usually have a good porch and cloak-room. The rooms in most of the new buildings are high and roomy giving ample seating accommodation and air-space.



More attention is being given to the care of school grounds. Fencing is becoming more common. The grounds are being cleared, and frequently one sees creditable gardens of flowers and vegetables carefully planted and cared for by the pupils. Tree culture is receiving marked attention. Instead of Arbor Day being a day when the teacher left the district it is now more properly a day spent by teacher and pupils cleaning and caring for the school grounds.

With regard to certain of the subjects of study, I beg to make the following observations:

*Nature Study.*—In too many schools the purpose of the subject is not clearly grasped. The aim of nature study is not merely to furnish the pupil with a fund of unrelated information, nor is it intended that teachers should slavishly follow the outlines in the course of studies prescribed. The practical results of the subject are increasing as may be seen from the increasing interest in tree culture, the desire for plants and natural specimens in the school room, the greater taste displayed in the arrangement of school gardens, together with the evident sympathy of the pupil with his natural surroundings.

*Composition.*—Teachers are giving much attention to correct form in written exercises. Many insist upon their pupils treating all written work as work of composition. Frequently I notice a lack of carefully graded exercises for the different standards. The results in oral composition are by no means all that can be desired. This should not be considered as a reflection on our schools but rather is the result of careless and mixed methods of speech, due in part to the introduction of colloquialisms and to the great variety of language and dialect. In some districts the only English heard by the pupils is that of the teacher.

*History.*—The history teaching reveals a growing breadth of reading on the teacher's part. The work is being carefully taught, and the comparison and relation of events are receiving prominence. The prescribed work in character study is improving. Besides learning a few facts in the life of an historical character the pupils are being taught to appreciate those qualities which resulted in historical action.

*Reading.*—The number of teachers teaching reading as oral expression is increasing, yet there is still considerable room for improvement in vocal culture and oral reading as distinct from literature. The thought of selections and the peculiar manner of expression are being carefully studied.

Of the authorised subjects of study I find reading, arithmetic and composition receiving prominence. The methods followed are usually sound, more attention being given to thoroughness than to the amount of work covered. From a comparison of the teaching of trained and untrained teachers, the only conclusion to be reached is that as far as possible no untrained teacher should be allowed to teach. I also find the regulation making permanency of certificate dependent upon character of work done productive of greater effort and care on the part of new teachers.

I have the honour to be, sir,

Your obedient servant,

T. E. PERRETT,

*Inspector of Schools.*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,*  
*Regina, N.W.T.*

## III.

## EDUCATION OF DEAF MUTES.

*Principal McDermid's Report.*

INSTITUTION FOR THE DEAF AND DUMB,  
WINNIPEG, *January 1, 1904.*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education.*  
*Regina, Assa.*

SIR,—I have the honour to submit for your consideration the fifteenth annual report upon the progress and condition of the Manitoba Deaf and Dumb Institution and the fourth annual report relating to the deaf children attending our school from the North-West Territories for the year ending December 31st, 1903. During the period covered by this report the whole number in attendance has been eighty-one: divided as to sex, into forty-five males and thirty-six females, which is a decrease of one from that of last year.

	Male	Female	Total
Pupils admitted from Manitoba during the year.....	28	22	50
Pupils admitted from British Columbia during the year.....	4	7	11
Pupils admitted from the North-West Territories during the year.....	13	7	20
Totals.....	45	36	81

*Pupils in residence December 31st, 1903.*

From Manitoba.....	21	19	40
From British Columbia.....	4	6	10
From North-West Territories.....	13	7	20
Totals.....	38	32	70

*New pupils received at beginning of session in 1903.*

	Male	Female	Total
From Manitoba.....	3	3	6
From British Columbia.....	0	0	0
From North-West Territories.....	2	1	3
Totals.....	5	4	9

The following is a list of the pupils now present from the North-West Territories: Louis Amirault, Emmaville; Maurice Banks, Caron; Jacob Becker, Fort Saskatchewan; Ferguson Carey, Prince Albert; Percy Gainer, Strathcona; Jack Fraser, High River; Mary Hauser, Pheasant Forks; John W. Heron, Moose Jaw; John Hertlæn, Langenburg; Anna Hochbann, Rouleau; Janie Ireton, Moosomin; Annie W.

Lawerence, Moose Jaw; Archie McDonald, Fort Qu'Appelle; Walter Molisky, Regina; Bertha Nichols, South Qu'Appelle; Matthew Peace, Fishing Lake; Glen Smith, Moosomin; Duncan Skinner, Bowden; Ruby Thompson, Alameda; Lottie Wilson, Moosomin.

In two cases parents of Manitoba children moved into the Territories and their rights as citizens were at once recognised by the Department of Education at Regina. These children, Mary Hauser and John Hertlæn, were thereby permitted to continue as pupils—a circumstance due to the prompt action on your part in enrolling them as pupils supported by the Territorial Government.

Among those from the North-West Territories is a young man named Joseph Becker, who was admitted at your request as a special case. By a strange coincidence this young man was the first pupil to enter this institution thirteen years ago, and on the list of applications he appears as No. 1. He only remained two or three months and during that short time he could learn but little. What he did learn was entirely forgotten and he came to us in the same mental condition as a pupil who never had any training. During all these thirteen years he was anxious to come back but his parents thought more of his assistance on the farm than his need of an education, and as a result he has lost the best years of his life for receiving an education. He is naturally a bright young man and at one time evidently capable of being taught in all the branches of our course, but it is with the greatest difficulty he is managing to write and read the simplest sentences. I am, however, of the opinion that the opportunity given him to pursue a short course is time well spent as he is making good use of his time in learning a trade as well as developing a power of expression that will be of good practical advantage. It is a pathetic case and my reason for referring to it in this report is more for the purpose of impressing parents and friends of the deaf of the importance of sending their children to school at the proper time.

#### *Health.*

At the close of last year we were in the midst of an epidemic of fever and on the 31st of December, 1902, we had under treatment in our hospital six of our pupils suffering from a mild form of scarlet fever. A full account of the suspected cause of the outbreak as well as the measures we were taking in caring for those who were already ill and preventing a further spread of all disease was given in my last report, thus making it unnecessary to refer so fully to the subject in this report. From the great precautions that had been taken in checking the progress of the disease we were optimistic enough to believe without acknowledging the slightest superstition that the end of the year would bring to an end the outbreak of fever. We were, however, doomed to disappointment as on January 6th, 9th and 12th we had three fresh cases of the same mild form of fever, viz., Clifford Moore, Jeannie Campbell and Ethel Foulds respectively. These cases, I am glad to say, were the last up to the close of school in June, and the remainder of the term moved along free from outbreaks of any kind excepting the ordinary ailments to which children are at all times liable.

It is a most difficult matter to cope with an outbreak of scarlet fever. We thought we had done enough in the way of disinfecting and

cleaning to stamp out the disease but every two or three days a fresh case would break out which was taken to the hospital. When our hopes were raised by a lapse of ten or twelve days and we were inclined to believe that the end of the trouble was at hand another pupil complained of headache and, being feverish and showing signs of the dreaded fever, we were quite prepared to agree with the doctor's opinion that there was no telling when we would be free.

A curious feature of our experience may be of value in the future under similar circumstances. When the first case was taken to the hospital the health inspector naturally gave instructions to fumigate the sleeping apartments where the case came from, but this unfortunately had no apparent effect in preventing the progress of the disease. As the epidemic continued it was seen that most of the cases were coming from Mr. Cook's class, in fact in only one instance did a pupil take the fever outside his class. There was no particular importance attached to this as the pupils of this class were not confined to the one room and were using all the other rooms in common with the other pupils. It was finally decided to fumigate this class room and the result was we had no more cases. The query is, if the children were contracting the disease in this room why were they not infecting the whole school, and why should the disease be confined to this room with one exception, while the children were allowed to roam over the institution.

Again, when school opened this fall, we had no more than entered upon the year's work than we were visited by another outbreak of scarlet fever, the first being on October 12th, when George Riley, one of the British Columbia pupils, was sent to the hospital. On the 27th of the same month James Switzer, of Carberry, was also taken down with the fever and sent to the hospital. With the advantage of our past experience we decided to disinfect all the rooms which these boys were in the habit of frequenting and as a result we had no more cases. Whether this was the cause of stamping it out we were not prepared to say definitely, but when it has happened in two instances that this has been effective we were inclined to the belief that it is quite possible that infection may be found in one place and only those who come in contact with that particular spot infected are the ones in danger. I know of course that such cases are exceptions but it is certainly worth the trouble and expense to take such precautions for the sake of the possible chance of preventing the spread of the disease. The cases of this term were mild and made good recoveries and at the present time we have no illness of any kind.

### *The School.*

Notwithstanding the interruptions by fever and other causes the school work has progressed fairly satisfactorily. In June at the close of the term two pupils, Maud McColl and Clarence Pettypiece, having completed their course, were awarded diplomas. We did not have the usual graduation exercises as it was thought better to throw the Institution open to give the public an opportunity of seeing the regular methods of instruction while pupils were at work in their classes. We did not have a great many visitors and it is doubtful if it was the wisest plan to pursue.

The methods of instruction are practically the same as reported previously. We are developing the use of pictures as aids in teaching young children. This feature was dwelt upon in my last report in connection with my remarks in reference to photo-engraving. I did not then magnify the great value that this industry will be to our work as a year's experience has proven all I claimed. The theory of the method I have in mind is only at the present time in its incipiency, but we hope with time and experience to develop it more perfectly.

The plan is this: We are procuring a selection of pictures which individually illustrate some object, act, emotion, or quality; in short, any act of expression that may be portrayed by pen or pencil, and making cuts of them of an uniform size, or at least of such a size as can be printed on cards about two and a-half by three and a-half inches. These cards are placed in the hands of each pupil and he has thereby a complete list practically of all the words he has been taught, to use as his teacher may direct or as his own imagination may conceive. He may use them singly or in combination, framing a variety of sentences and stories that are practical, interesting and instructive. One of the most fascinating features of the method to the child is the opportunity given him of completing his own story. He is able to read more accurately and quickly a picture than written sentences, and he has the satisfaction of knowing that he has developed a story that is wholly his own, which can be corrected and criticised before he has put it in written words.

There are to us many features in this method that are commendable, but we have not space to touch on them. As soon as our stock of pictures has grown to proportions that will make them cumbersome we shall provide small boxes with compartments similar to the drawers used for the card system of bookkeeping and arrange them in groups alphabetically so that any card may be easily and quickly found.

### *Improvements*

I hope the Minister will take into consideration the question of completing the attic of McFadden Hall. We have very little work for the class in carpentering and a practical job of house finishing would be of great value to the boys in the knowledge of their trade and at the same time be a benefit to the Institution. We are in need of class and study rooms and dormitory space for the boys, the present dormitories being over crowded.

During the year a number of minor improvements have been made by our carpenters and much credit is due to them for the workmanlike manner in which these improvements have been made. A new coal cellar has been erected and the old one abolished; a number of rooms finished with wainscoting; others with new ceilings; new doors made; lockers for the pupils' clothing; book cases, etc. There was also a great deal of work done equally as important but of a minor character.

### *Conclusion.*

As in the past, I wish to thank the friends in Winnipeg, and those outside the city, who have manifested a great interest in our Institution. We have received favours in many ways and it would be impossible to

specify all who have from the kindness of their hearts shown such an interest in our deaf children. We have been indebted to The Canadian Pacific Railway Company ever since the Institution was established for reduced rates and for the care of our children while travelling to and from their homes.

In conclusion I wish to thank you personally for the prompt way in which you have taken action upon any matter referred to you for decision, and also to recognise the generous way in which the Government of the Territories has acted to its wards. They have the same privileges as that enjoyed by the deaf children of Manitoba and I am quite sure at smaller cost to the country.

I have the honour to be, Sir,

Your obedient servant,

D. W. McDERMID,

*Principal.*

## IV.

## REPORT OF INSTITUTE CONDUCTOR.

REGINA, *July 1, 1903.*

F. W. G. HAULTAIN, ESQ., M.L.A.,  
*Commissioner of Education,*  
*Regina, Assa.*

SIR,—I beg to report that in accordance with your instructions Teachers' Institutes were conducted at the following points during the months of May and June: Regina, Prince Albert, Moose Jaw and Wolseley.

Owing to the absence from the Territories of Principal McColl and Mr. Bennett of the Normal Staff the programme for these meetings was changed considerably from that originally planned. On very short notice a number of teachers residing at or near the points where the institutes were held were called upon to assist in the programme, and I am pleased to report that the appeal made for assistance met with a hearty response. At Prince Albert, Principal Nivins, B.A., illustrated the teaching of a selection in literature by a lesson to a senior class. Mr. Wallace, of East Prince Albert school, gave an address on the teaching of arithmetic, and Miss Sharman a paper on aim in teaching history. At Regina, Mr. W. J. Elder, B.A., principal of the high school, spoke on school discipline; Mr. Bryant, principal of the public school, assisted with an address on a phase of arithmetic teaching, while Mr. Holmes, of Kronau, gave a paper on the difficulties which arise in teaching foreign-speaking pupils. At Moose Jaw, Principal J. W. Sifton, B.A., gave a criticism of McLellan and Dewey's Arithmetic, and Miss V. Simpson a paper on literature.

The subjects for the addresses by the institute conductors were "Some Schoolroom Ideals," "Music in the Different Standards," "Nature Study," and "The Course in Geography." Miss Rankin, of the Normal staff, took the first two named. Discussions were invited in the case of all papers and addresses, and these proved to be very profitable to those in attendance. A question drawer was also opened at each meeting. A small selection of about fifty of the later books dealing with phases of school work, and samples of the best Canadian and American educational journals and magazines were also submitted for the examination of teachers.

One feature of the institutes deserves special notice. A reference to the summary of attendance below will show that about fifty per cent. of the teachers in attendance received their professional training outside the Territories. This being the case there is necessity for putting forth a special effort to reach a larger number of these teachers through the medium of these gatherings. If we are to secure any degree of uniformity in our schools, and if our teachers are to become acquainted with our course of studies, our regulations and our school laws, the institute conducted under the control of the department must be given an important place in our school system.

In the following summary of attendance at the meetings held the figures given in the last two columns are approximate only:

Date of meeting	Place	No. in attendance	No. of teachers within 15 milesradius	Teachers present who had N.W.T. training
June 1— 2.....	Regina.....	29	40	per cent. 60
“ 4— 5.....	Prince Albert...	25	28	50
“ 8— 9.....	Moose Jaw .....	28	32	50
“ 12—13.....	Wolseley .....	28	40	55
Totals .....	.....	110	140	

Your obedient servant,  
A. M. FENWICK,  
*Assistant Principal, Normal School.*



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PART III.  
APPENDICES.

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## APPENDIX A.

## ORGANISATION, MAINTENANCE AND CONSOLIDATION OF SCHOOLS.

*Formation of School Districts.*

All new school districts are established by the Commissioner of Education, who is one of the members of the Government or Executive Council. In size districts cannot exceed five miles in length or breadth. The majority of the districts formed in recent years comprise an area four miles square or four miles by five miles. Before any area can be organised as a new district it must be shown: (1) that there are residing within its limits at least twelve children between the ages of 5 and 16 years inclusive; (2) that there are at least four persons actually resident in the proposed district who own or occupy land that would be liable for assessment upon the establishment of the district; (3) that the majority of the resident ratepayers or voters are in favour of the establishment of the district. To have a right to vote at a first school meeting a person must be of the full age of twenty-one years and he must have actually resided in the proposed district and been the owner or occupant of assessable property therein for a period of at least two months immediately prior to the date of the meeting.

*Maintenance of School Districts.*

The cost of maintaining schools is met by local taxation and legislative grants. The amount of revenue to be derived from taxation is determined by the board of trustees of each district. The rate of taxation varies according to the conditions of the district and the length of time its school is kept open. The legislative grants are fixed by The School Grants Ordinance, the chief provisions of which are as follows:

**1. In aid of all schools—**

1. In aid of schools organised and conducted under the provisions of The School Ordinance there shall be paid out of any legislative appropriation made for that purpose:

1. To rural districts an amount to be calculated as follows:

- (a) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district \$1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent more per day for each 160 acres or fractional part thereof less than 6,400 acres; and to each district containing more than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof;

- (b) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50 ;
- (c) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school ;
- (d) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open :

*Schedule.*

A percentage of from	40	to	50	inclusive..	5 cents.
"	"	51	"	60	" ..10 "
"	"	61	"	70	" ..15 "
"	"	71	"	80	" ..20 "
"	"	81	"	100	" ..25 "

2. To village and town districts an amount to be calculated as follows :

- (a) To each district the sum of 90 cents per day for each day its school is kept open ;
- (b) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school ;
- (c) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open :

*Schedule.*

A percentage of from	50	to	60	inclusive..	5 cents.
"	"	61	"	70	" ..10 "
"	"	71	"	80	" ..15 "
"	"	81	"	90	" ..20 "
"	"	91	"	100	" ..25 "

3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid in proportion to such grading for each day school is kept open ; and such grading shall be based upon the inspector's report or reports as prescribed by the regulations of the department ;

4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum of \$75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty :

Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due :

Provided further that the grant payable to any rural district under subsection (a) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open :

Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year :

Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average attendance of the whole school shall at least equal twenty pupils to each teacher employed :

Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent. of the salary actually earned by the teacher or teachers employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent :

Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns hereinafter provided and on receipt of the treasurer's bond and teacher's agreement as provided in The School Ordinance :

Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this section as soon as the school closes for the year on receipt of the returns, bonds and agreement mentioned in the next preceding proviso :

Provided further that when the return of the treasurer of any district as hereinafter provided shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers :

Provided further that the grant earned by any district under clause 4 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year.

**2.** The Lieutenant Governor in Council may order the payment of a special grant to any school whether organised according to law or not.

**3.** For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attendance for any calendar month during which the school is kept open shall be calculated by dividing the aggregate days attendance for such month by the number of days school is kept open during such month ; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attendance for such month by the number of pupils in actual attendance during such month ; and the percentage of attendance for any term shall be calculated by dividing the sum of the monthly percentages of attendance by the number of such monthly percentages of attendance.

4. The board of every district receiving a grant under clause 3 of section 1 hereof shall expend one half of the amount of such grant received in each and every year on the purchase of books for a school library and such books shall be selected from a list authorised and furnished by the department.

*Consolidation of Schools.*

The following are the provisions of The School Ordinance (Sections 165 to 166) respecting the consolidation of schools and the transportation of pupils:

**165.** Upon a petition hereinafter provided for being transmitted to the commissioner he may empower the board of any rural district to enter into an agreement with any other board or boards for the education of the children of its district upon such terms as may be mutually agreed upon and approved by him and the board entering into any such agreement shall have full power and authority to make the necessary levy and assessment for the purpose of carrying out the terms of the agreement and for providing for the conveyance of children to and from school under the provisions of The School Assessment Ordinance:

Provided that any such agreement may be terminated by any board a party thereto by giving notice on or before the first day of October in any year and upon such notice being given the agreement shall cease and determine on the last day of the month of December following.

(2) The petition for permission to enter into such agreement may be in form prescribed by the commissioner and shall be signed by at least two-thirds of such resident ratepayers of the district as are the parents or guardians of children between the ages of five and sixteen years inclusive.

(3) The statements contained in the petition shall be verified by the affidavit of two of the subscribing petitioners and the signatures of the ratepayers signing the petition shall be verified by the affidavit of a subscribing witness thereto.

**166.** The commissioner may subject to the approval of the Lieutenant Governor in Council make such regulations as are deemed necessary and expedient for the proper conveyance of children as hereinbefore provided and for the keeping of proper records of the number of children conveyed, the distance travelled, the cost of conveyance and such other information as may be desired.

In all cases where two or more districts have entered into an agreement for consolidation The School Grants Ordinance (Section 10) provides that there shall be paid at the end of each school term from and out of moneys appropriated by the Legislative Assembly for school purposes the following amounts—

1. To every district providing the means of conveyance for children from one district to another the sum of 60 cents per diem for each day upon which such conveyance is provided in accordance with the regulations of the department:

2. To every district agreeing as aforesaid to educate the children of one or more districts the sum of 4 cents per diem for each pupil in

average daily attendance who has been conveyed to and from the school house in such district or educated therein in accordance with the regulations of the department:

Provided that the total number of days in each year for which such grants may become payable shall not exceed 210:

Provided further that in case the number of children conveyed from one district to another in accordance with the terms of the agreement falls below an average of six for any term the grant payable under subclause 1 of section 10 hereof shall be paid in the proportion that the average number of children conveyed for the term bears to six;

Provided further that the total amount of the grant which shall be payable under subclause 2 of section 10 hereof shall not exceed for any term the amount of 40 cents per diem unless it is satisfactorily shown that the presence of such children necessitated the employment of one or more additional teachers in which case the total amount of the grant thus earned shall be paid.

## APPENDIX B.

## REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, OCTOBER, 1903.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

*School Grounds.*

2. In rural districts the site selected for the school house shall be at the centre of this district. If for any reason the central site is unsuitable the written sanction of the Commissioner of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) it should be in a dry, elevated position admitting of easy drainage; (c) it should be removed from stagnant water and noisy surroundings.

Subject to the provisions of *The School Ordinance* in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre while in town and village districts the area should be at least one-third of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a woodshed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrances should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. The well shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or bailed out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide

a sufficient supply of wholesome drinking water at least three times a week.

*School House.*

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to three-fourths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The pegs used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of the window glass should equal at least one-fifth of the floor space. The window sills should be from three to four feet high and the top of the windows should extend to within six inches of the ceiling. Storm sash should be provided when the school is to be kept open during the winter months. Light-coloured curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and for providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart—shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:



Age of pupils	Height of seat	Desks			Space between desks and seats
		Height of side next pupil	Length	Width	
5-7	11½ in.	21 in.	36 in.	12 in.	Edge of desk should overlap edge of seat about 1½ in.
7-9	12½ in.	22½ in.	39 in.	13 in.	
9-11	13½ in.	24 in.	42 in.	14 in.	
11-14	15 in.	26 in.	45 in.	15 in.	
14-16	16 in.	27 in.	48 in.	16 in.	

11. Every room shall be provided with at least sixty square feet of black board space. The black board should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional black board space should be provided on the side of the room that has no windows. At the lower edge of each black board there should be a concave shelf or trough three and a half inches wide for holding chalk and brushes.

The following directions may be found useful in making plaster black boards:

(a) The part of the wall to be used should be lined with boards to which should be nailed firmly the laths to hold the plaster; (b) the plaster for the black boards should consist largely of plaster of paris; (c) the plaster should be thoroughly polished with fine sand paper both before and after it receives its first coat of colour; (d) the colouring matter should be laid on with a wide flat varnish brush; (e) the liquid colouring should be made as follows: Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be 95° strong; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give colour should then be added until the mixture has the consistency of thin paint. It may then be applied in long even strokes, up and down, the liquid being kept constantly stirred.

#### *School Equipment.*

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America or Canada, map of the North-West Territories, a suitable supply of black board brushes and crayons, a thermometer, clock, broom, pail and cup, wash-basins and towels and one or two chairs in addition to the teacher's.

*Note:* The following list which includes the equipments usually required for teaching the subjects prescribed for public school standards will serve as a guide to trustees in making purchases:

*Standard I:* Ball frame reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

*Standard II:* A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck, bushel).

*Standard III:* A dictionary, maps of North America and the North-West Territories, a tape line (foot, yard, chains).

*Standard IV:* Maps of Canada, South America, Europe, and Asia.

*Standard V: Maps of Africa and Australia, and a British Empire Map of the World.*

The following additional equipment is also recommended: Sets of authorised supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a black board compass.

*Use of School House and Grounds.*

13. Unless authorised by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

*Special Holidays.*

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarise pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

*Conduct of Schools.*

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon, and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or a portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one-half hour during the day; and in town and village districts the

board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so.

19. The teacher shall be responsible for the organisation of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

#### *Duties of Pupils.*

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorised text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

#### *Course of Study.*

24. The Course of Studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

*Teaching of Foreign Languages.*

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorised by the Commissioner of Education.

26. In any school in which only a part of the pupils in a class receives instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

*Text Books.*

27. The text books used by the pupils in any school shall be those authorised by the Commissioner of Education. No teacher shall require his pupils to purchase any other books.

*Reference Books.*

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorised by the Commissioner of Education. In case any board desires to provide its school with books other than those contained in the authorised list it may do so upon receiving the approval of the Commissioner.

*School Libraries.*

29. All books purchased for school libraries shall be selected from the list authorised by the Commissioner of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered with stout wrapping paper and numbered on their backs. The name and number of the school district, the number on the book, and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's name	No. of book	When delivered	When returned	Condition when ret'd	Fines when paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district who for the time being shall act as librarian.

(6) The following fines, if authorised by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book the cost thereof.

(7) All the fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

#### *Inspection of Schools.*

31. Every inspector shall visit each school in his inspectorate as frequently as the commissioner may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the department.

32. If deemed necessary for the purposes of inspection the inspector may extend the regular school hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for such Saturday shall be duly entered in the register.

#### *Teachers' Reading Course.*

33. The Commissioner of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a

diploma certifying the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

*Teachers' Meetings.*

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organisation, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

*Teachers' Conventions.*

37. Upon receiving the approval of the Commissioner of Education the officers of any teachers' association may arrange for an annual convention the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on a Friday and the following Saturday, unless other days are approved by the Commissioner of Education.

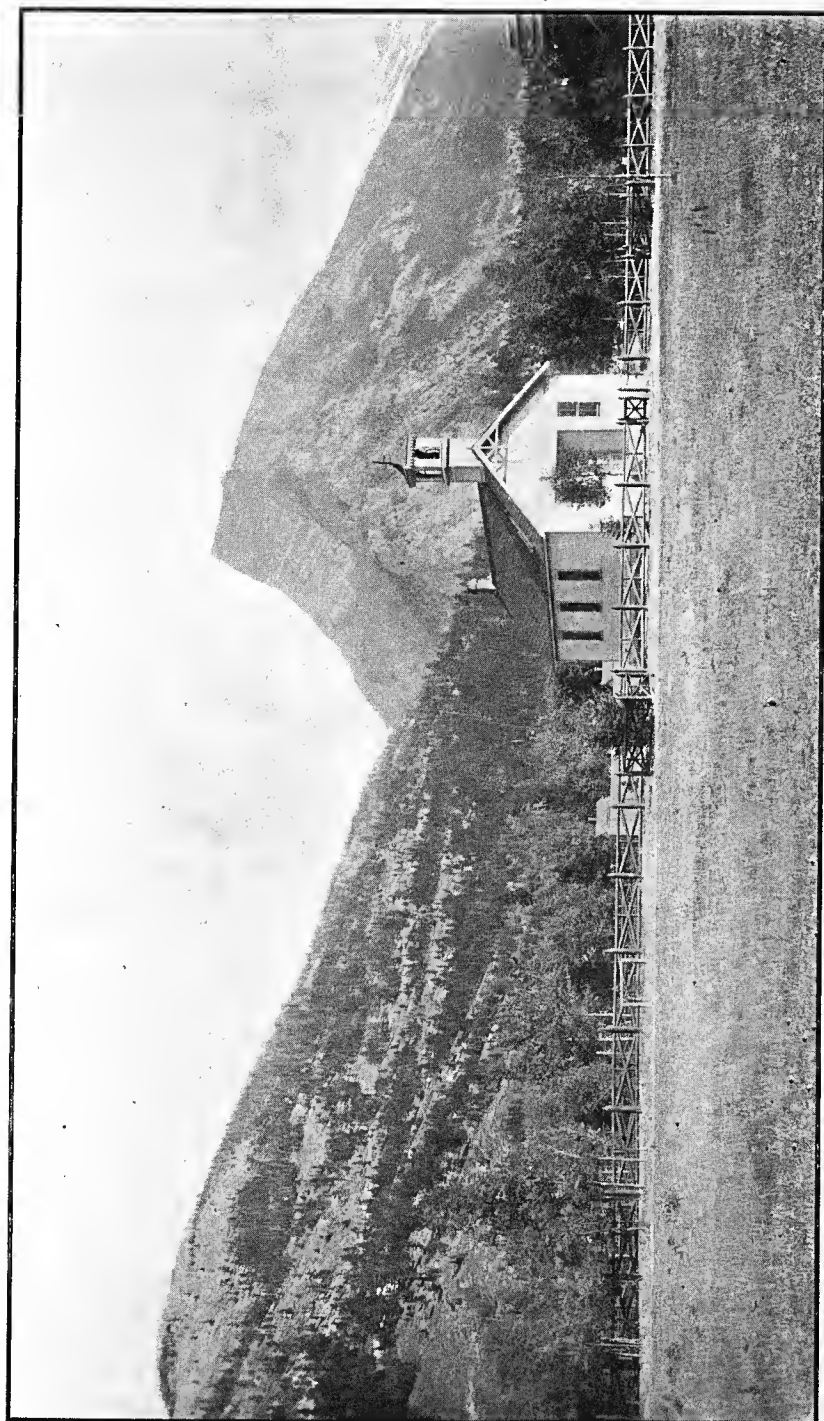
(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

*Teachers' Institutes.*

40. The Commissioner of Education shall arrange for the holding of teachers' institutes at suitable places in the Territories.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.



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*Attendance at Conventions and Institutes.*

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

*Midsummer Institute.*

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a midsummer institute the Commissioner of Education may cause such institute to be organised under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the commissioner. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

*Departmental Examinations.*

45. There shall be held annually at such times and places as the Commissioner of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the commissioner.

*Certificates.*

46. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Commissioner of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

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*Normal Schools.*

47. There shall be held annually one or more sessions of (a) the Territorial Normal School for the training of teachers for first and second class interim certificates; (b) such other normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Commissioner of Education. No fees shall be charged students in attendance.

48. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted

to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

49. The principal of the Territorial Normal School shall be responsible for its organisation, discipline and management, and, subject to the approval of the Commissioner of Education, shall prescribe the duties of his staff.

50. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct and examinations as may be prescribed by the principal and approved by the Commissioner of Education, and they shall lodge and board at such houses as are approved by the principal.

51. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Commissioner of Education.

## APPENDIX C.

PROGRAMME OF STUDIES FOR THE SCHOOLS OF THE  
NORTH-WEST TERRITORIES, STANDARDS I-IV.

This programme is based on a *minimum* requirement for each standard. It is prescribed by the Council of Public Instruction as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report to the council. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table based on this programme, and to present it to the inspector, at each visit, for his approval and signature.

## READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

*Standard I.*

Authorised First Readers. Authorised Supplementary Readers.

*Standard II.*

Authorised Second Readers. Authorised Supplementary Readers.

*Standard III.*

Authorised Third Reader. Authorised Supplementary Readers.

*Standard IV.*

Authorised Fourth Reader. Authorised Supplementary Readers.

## ORTHOEPY AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

*Standard I.*

Part I. Phonic analysis and synthesis, copying words, oral spelling.

Part II. Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupil can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal punctuation marks.

*Standard II.*

Phonic analysis and synthesis; transcription; oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject matter—words to be arranged so far as possible in groups according to the similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

*Standard III.*

Careful attention to spelling in all written work; exercises as in previous standards; division of words into syllables and marking the accent; common abbreviations and contractions; simple synonyms.

*Standard IV.*

Exercises as in previous standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

## COMPOSITION.

(a) Compositions should consist, almost entirely, of expressions of thoughts evolved in the teaching of such studies as geography, history, agriculture, literature, etc. (b) Through progressive exercises, both critical and constructive, the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

*Standard I.*

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and

pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, etc.

*Standard II.*

(a) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, history, etc.; simple letter writing.

(b) Combining thoughts into a simple sentence; mechanics of a composition—heading, margins, etc.

*Standard III.*

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the paraphrase.

(b) Sentence structure in outline; use of the paragraph; forms for letters, accounts and receipts; drill to correct the chief errors revealed in written expression.

*Standard IV.*

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the summary [abstract]; social and business letters.

(b) Sentence structure; paragraph structure in outline; drill to correct the chief errors revealed in written expression.

GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require. (Composition.)

Through the logical forms of subject, predicate and modifier it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

*Standard I.*

Oral correction of colloquial errors.

*Standard II.*

Correction of colloquial errors; division of a sentence into subject and predicate.

*Standard III.*

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purpose of each. Parts of speech,

phrases, clauses—their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

*Standard IV.*

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

*Standard II.*

*Canadian History.*—Lives of distinguished men described, *e.g.*: Columbus, The Cabots, Jaques Cartier, Champlain, Bishop Laval, Frontenac, LaSalle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellencies and defects in their characters to teach moral discrimination and, ultimately, to derive principles of conduct. Reading and reciting of patriotic poems.

*Standard III.*

*Canadian History.*—Outline study of leading features, *e.g.*: Discovery; exploration; struggle between the French and English colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—Feudal, Freehold, Leasehold, Seignioral; Reciprocity Treaty; British North America Act, etc.

*English History.*—Biography of persons honoured as types of state or individual life—*e.g.*: Caractacus, Julius Cæsar, (Arthur), Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this standard the presentation is to be oral, no text book being prescribed. After the lesson, supplementary reading should be encouraged.

*Standard IV.*

*Canadian History.*—The text books studied as a review and expansion of the topics discussed in the previous standards.

*English History.*—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons—a farmer people; brought with

them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of land; gave us the body of our English tongue; became Christian from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

## GEOGRAPHY.

*Standard I.*

*Direction*: Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of important places and objects by pointing with the hand and naming the direction.

*Water*: Observation of forms of water such as clouds, fog, mist, rain, dew, frost, snow and ice as they occur to find the more obvious qualities and uses of each.

*Winds*: Recognition of calm, breeze, gale.

*Standard II.*

*Direction*: Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

*Land*: Hills, mountains—direction and nature of their slopes; plain, valley, prairie; cape, peninsula, isthmus, island; relation of these bodies to one another; their uses. (Teacher's reference: "How to Study Geography," pp. 145—159, etc.)

*Water*: Fuller study of clouds, fog; mist, rain, dew; snow, ice, hail; as to uses and effects of each. Effects of sun and winds on these

Spring, brook, river—source, banks, branches, mouth—lake; bay, sea, strait; relation of these bodies to one another; their uses.

*Winds*: Calm, breeze, gale, storm, hurricane; effects on land and sea, on plants, animals, people, vessels.

*Maps*: Construction of maps of school room, school grounds, neighbourhood; map representation of geographical objects studied.

*The World as a Whole*: Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.

*Continents*: Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of the leading peoples in each.

*Oceans*: Their relative positions and sizes; some characteristics of each.

*Standard III.*

*Land*: Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to Study Geography," p. XXV and pp. 145-147.)

*Water*: River systems.

*Continent Structure*: Great slopes, continental axis, land masses, secondary axis, great river basins, great river systems, coast lines (Teacher's reference: "How to Study Geography," pp. 13-51 and 146-152.)

*The World as a Whole*: Relief—World ridge from Cape Horn to Cape of Good Hope.

Lowlands: World basins—their position between the two highlands of each continent. Outline description of each.

Drainage: World water parting; world river systems.

Winds: Elementary ideas of causes and influences of trade winds, return trades, polar currents, monsoons. (Consult "Child and Nature," pp. 170-174.)

Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current and polar streams. (Consult "Child and Nature," pp. 174-176.)

Rainfall: Formation of clouds and rain; places of much, little or no rain; reasons.

Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178-181.)

Productions: Chief agricultural, grazing, lumbering and mining regions. (Consult "Child and Nature," p. 185.)

People: The different races and their distribution.

#### NORTH AMERICA.

(References for Teacher's use. Parker's "How to study Geography," pp. 185-218. King's "Methods and Aids in Geography," chapters XIII-XVI. "The Story of our Continent."—Shaler.)

*Position.*

*Structure*: General description of primary and secondary highlands; river basins.

*Drainage*: Great water partings, great river systems, great lakes.

*Outline*: Shape, leading projections of land and water.

*Climate*: Temperature and moisture—their causes and influences generally.

*Natural Productions and Productive Regions*: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

*Waterways and Railways*: Noted trade routes.

*Cities*: Prominent commercial centres of the continent and their relation to belts of products.

*Political Divisions*: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilisation.

*North-West Territories*: Studied generally as a review of a section of the continent; the agricultural, grazing, lumbering and mining regions; chief trade routes; about a dozen towns.

#### Standard IV.

*Dominion of Canada* studied as a review, with additions, of a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "Geography of the British Colonies," by Dawson and Sutherland.)

*South America*: Outline study comparing its structure, drainage, coastline, climate and productive regions with those of North America. Political divisions — mainly Brazil, the Argentine



Republic and Chili. (Teacher's reference: "How to Study Geography," pp 218-224. The "Geographical Reader"—American Book Company.)

*Eurasia*: (Europe and Asia.) General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to Study Geography," pp. 224-263.)

Europe. Under the same topics as North America. Comparisons.

Asia. Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

#### NATURE STUDY AND AGRICULTURE.

(Teacher's reference books: Spalding's "Introduction to Botany," Newell's "From Seed to Leaf," Goodale's "Concerning a few Common Plants.")

To interest pupils in nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasised in spring, though not restricted to that season.

This study should be connected with language, drawing and geography.

##### *Standard I.*

##### *Plant Life:*

Seeds: Bean, pea, sunflower, corn, wheat.

Germination: its conditions—light, air, moisture, soil, warmth.

Structure: covering, cotyledons, embryo.

Seedlings: Parts—stems, roots, leaves.

Buds: Poplar, willow, maple, elm, spruce.

Covering, unfolding, arrangement on stem.

##### *Animal Life:* Cat, dog, cow, horse, sheep, hen, fish.

Covering, food, uses.

##### *Standard II.*

##### *Plant Life:*

Seeds: Fuller study of the germination, growth and structure of seeds selected for Standard I.

Plant Structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange or lemon, plum or cherry, pumpkins or squash, raspberry or strawberry; the uses of their parts to the plant and to man.

##### *Animal Life:* Fuller study of the animals selected for Standard I, including structure of feet, head and teeth; relation of structure and habits.

##### *Standard III.*

##### *Plant Life:*

Leaves: Their position, arrangement, form and venation; their relation to sunlight, air, and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms, and the uses of their parts to the plant and to man.

*Soils*: Outline study of formation, composition, classification, exhaustion, restoration. (Public School "Agriculture," chap. III.)

*Animal Life*: Ant fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat: Adaptation of their forms and structure to their modes of life.

#### *Standard IV.*

*Plants*: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. ("Agriculture," chap. XII.)

Trees: Their cultivation for shade, ornament and protection ("Agriculture," chap. XIX.)

*Soils*: Preparation of, for seed. ("Agriculture," chap. VI.)

*Animals*: Feeding, care and management of horses, cattle, sheep, swine. ("Agriculture," chap. XIV.)

Insects: Growth, classification, remedies. ("Agriculture," chap. XII.)

#### ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, so far as possible, have due relations to the demands of modern commercial and business life. Clearness of reasoning, accuracy of statement and elegance of form in the solution of problems should be emphasised. Pupils should have regular practice in the construction of problems. The subject matter of nature study, agriculture, geography, etc., furnishes interesting data for many problems.

#### *Standard I.*

(Teacher's reference: Wentworth's "Primary Arithmetic.")

#### *Part I.*

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth, one-third, one-sixth, one-fifth, one-tenth; one-third, one-ninth, one-twelfth; one-seventh; one-eleventh. (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five cent and ten cent coins; simple problems.

*Part II.*

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth . . . . . one-twenty-fifth ; review of fractions in Part I.

Use and relation of ounce, pound ; hour, day ; foot, rod ; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially in addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

*Standard II.*

(Teacher's reference : Wentworth's " Primary Arithmetic.")

Numbers 25 to 100. Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth . . . . . one-one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part I.

Percentage : Use and meaning of 50%, 25%, 10%, 5%,  $33\frac{1}{3}\%$ ,  $12\frac{1}{2}\%$  ; relation to fractions.

Use and meaning of pound, bushel ; square inch, square foot, square yard ; finding area of small surfaces.

Counting to and from 100, by ones, twos, etc., to tens ; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

*Standard III.*

Notation and numeration ; simple rules.

Common fractions : Addition, subtraction, multiplication and division of fractions whose denominators do not exceed one thousand. Common factor and common divisor as needed in fractions.

Decimal fractions : Addition, subtraction, multiplication and division of tenths, hundredths and thousandths ; relation to common fractions

Percentage : Easy problems in simple interest and profit and loss, using such applications as occur in ordinary mercantile business.

Remaining weights and measures used in practical life, taught and applied ; measurement of surfaces and right angled triangles ; contents of rooms, boxes, lumber piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

*Standard IV.*

Common fractions. Decimal fractions, omitting recurring decimals.

Simple interest, profit and loss, commercial discount, commission. Problems should be confined to cases occurring in ordinary mercantile business.

## DRAWING.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

Prescribed course: Prang's New Graded Course in Drawing for Canadian Schools.

Teacher's reference: The Manual.

*Standard I.*

Teach the following forms as wholes from type solids and objects:

*Sphere* and similar forms, natural and artificial, *e.g.*, ball, marble, apple, tomato, cherry, lemon, etc.

*Cylinder* and similar forms, natural and artificial, *e.g.*, pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

*Cube* and similar forms, natural and artificial, *e.g.*, box, chest, basket, inkstand, lump of sugar, etc.

Teach their parts—surfaces, faces, edges and corners and the relation of these parts. Compare them.

Illustrative sketching in connection with nature study.

*Standards II and III.*

The work of Standard I and the following:

The type solids bisected and studied as new wholes.

*Hemisphere* and similar forms, natural and artificial, *e.g.*, half an apple, dish, bowl, cap, oil can, etc.

*Half Cylinder* and similar forms, natural and artificial, *e.g.*, bandbox, coin, etc.

*Half Cube*, square prism, right angled triangular prism, and similar forms, natural and artificial, *e.g.*, box, trunk car, roof of a house, etc. Teach their parts—surfaces, faces, edges and corners, and the relation of their parts. Compare them.

Teach geometric figures—triangle, square and rectangle from the solid.

Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with nature study.

*Standards IV (and V).*

The work of previous standards and forms derived from the type solids by variation.

*Spheroid*, ellipsoid, ovoid, and similar forms, natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

*Cone*, circular frustrum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

*Pyramid*, square frustrum and similar forms, natural and artificial, *e.g.*, cupolas, pyramids of Egypt, basket, etc.

Draw, from the solids, the geometric figures, circle, ellipse and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glasses, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

## MUSIC (PROVISIONAL)

*Standards I and II.*

Singing of rote songs; drill on the scale and intervals—Normal Music Course First Reader, Part I.

*Standards III, IV and V.*

Normal Music Course First Reader. Second Reader when First is mastered.

## HYGIENE—PHYSIOLOGY.

(Teacher's reference : Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.)

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children, the ventilation, lighting, heating and cleaning of the school room, and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics : Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

## STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE OF ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self control and a willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reasons why people in general should do without them and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that the more sparingly grown people use it the better, as a rule, they are off.

## MANNERS AND MORALS.

(Teacher's reference: White's School Management, pp. 218-294.)

Ungraded schools may be divided as in hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example; the narration of suitable tales to awaken right feeling; the memorising of gems embodying noble sentiments, and maxims and proverbs containing rules of duty; direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self-respect, self-control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

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COURSE OF STUDIES AND ANNUAL EXAMINATION FOR  
STANDARD V.

*Approved August, 1903.*

## GENERAL.

1. The annual departmental examination for Standard V pupils shall be held upon such days between June 15th and 30th as may be fixed by the Commissioner of Education.

2. Teachers having candidates for examination shall make application to the department in the form prescribed. All applications must be forwarded before May 24th.

3. Candidates shall write at their own schools, and the teacher shall act as presiding examiner. The expenses of examination shall be paid by the candidates or by the board of trustees. There is no examination fee.

4. The answer papers of candidates shall not be examined until their teachers report to the department that in their judgment the candidates have completed and given due attention to the course prescribed in reading, algebra, and hygiene and temperance.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.

6. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

## COURSE OF STUDIES AND SUBJECTS OF EXAMINATION.

In the following course certain subjects are *obligatory* and others *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in algebra, geometry, and agriculture. The annual examination shall include both obligatory and optional subjects. Every candidate must write on all the subjects prescribed for examination.

*Reading*.—A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections—except those prescribed for Literature—are for independent supplementary reading rather than study. Practice in oral reading.

*Literature*.—Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V, with memorisation of the finest passages: On My Mother's Picture, p. 9; David Swan, p. 31; Maud Muller, p. 41; Rip Van Winkle, p. 47; Cavalry Charges at Balaklava, p. 105; The Death of Socrates, p. 163; Thanatopsis, p. 169; Lady Clara Vere de Vere, p. 193; The Happy Warrior, p. 199; The Tragedies of Birds' Nests, p. 205; To a Skylark, p. 229; To the Cuckoo, p. 233; The Whitethroat, p. 240; The Canadian Song-Sparrow, p. 241; The Passing of Arthur, p. 247; Daniel O'Connell, p. 272; The Lotos-Eaters, p. 281; Village Characters, p. 285; The Fairies, p. 313; Ode on the Death of Wellington, p. 329; The Mountain of Miseries, p. 335; Peace of Mind, p. 347; The Queen and the Empire, p. 371; The Canadian Confederacy, p. 379; The Austral Months (January to June), p. 394.

*Composition*: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in Reading.

*Grammar*: An intelligent comprehension of Goggin's New Elementary Grammar.

*Orthoepy and Spelling*: Careful attention to spelling in all written work; division of words into syllables and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

*Arithmetic and Mensuration*: A general review of the work prescribed for Standards III and IV including notation and numeration, measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion with their application to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should, as far as possible, have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasised.

Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given. Text book in arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

*Algebra*: Definitions; simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M. Text book: C. Smith's Elementary Algebra.

*Geometry*: As in Hill's Lessons in Geometry omitting chapters VII, VIII and IX.

*Book-keeping*: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets. Text book: Black's Public School Book-keeping.

*Geography*: The general geography of the world; geography of Canada more particularly. Text book: The New Canadian Geography, North-West Territories edition.

*History*: The leading events of Canadian history with particular attention to events subsequent to 1840; the outlines of British history. Text-books: Clement's History of Canada and Buckley and Robertson's High School History.

*Nature Study and Agriculture*: (a) *Nature study*—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat, adaptation of their forms and structure to their modes of life. (b) *Agriculture*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter-making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: Agriculture by James and McIntyre.

*Hygiene and Temperance*: As outlined in the Programme of Studies for Standards I to V. Teachers' reference books: Ontario Manual of Hygiene, Ontario Public School Physiology and Temperance.

*Penmanship*: Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.

*Drawing*: Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II. Teachers' reference: The Manual.

*Music*: As outlined in the Programme of Studies for Standards III-V. Text Book: Normal Music Course First and Second Readers.



The *obligatory* subjects of the standard are reading, literature, composition, grammar, orthœpy and spelling, arithmetic and mensuration, geography, British and Canadian history, nature study, hygiene and temperance, penmanship and drawing.

The *optional* subjects of the standard are algebra, geometry, book-keeping, agriculture, and music.

*Candidates for examination* shall be required to write upon the following subjects: literature, composition, grammar, orthœpy and spelling, arithmetic and mensuration, geometry, history, geography, nature study and agriculture, drawing. The marks for penmanship shall be awarded on the composition paper.

## APPENDIX D.

REGULATIONS OF THE DEPARTMENT OF EDUCATION  
GOVERNING CERTIFICATES AND DIPLOMAS.

COURSES OF STUDY: STANDARDS VI, VII, VIII AND NORMAL SCHOOLS.

*Approved August, 1903.*

## CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Commissioner of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted, (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training. (2) under the provisions of regulation 8.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates may be granted to persons who have taught successfully in the Territories for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a normal school.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(d) Provisional certificates valid till the close of the school term during which they are issued.

A provisional certificate may be granted on the application of a board of trustees that has failed to secure a duly qualified teacher, or on the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the department that a duly qualified teacher is not available. The board shall also furnish

satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(e) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Commissioner of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. Persons whose third class certificates have expired and whose teaching has been favourably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. The Commissioner of Education may extend the time during which any interim certificate shall be valid.

6. Upon the recommendation of the Principal of the Normal School the Commissioner of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

#### DIPLOMAS.

7. Every person who passes the annual departmental examination for Standard VI, VII or VIII shall receive a diploma certifying thereto.

#### RECOGNITION OF PROVINCIAL AND OTHER CERTIFICATES AND DIPLOMAS.

8. Persons holding certificates or diplomas not obtained in the North-West Territories may be granted such standing as the Commissioner of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught.

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#### EXAMINATION REQUIREMENTS, 1904.

##### *Standards VI, VII, VIII.*

1. The annual departmental examinations shall be held between June 20th and July 15th upon such days and at such places as may be determined by the Commissioner of Education.

2. Every candidate who desires to write upon any departmental examination shall, before the 24th day of May, make application to the department in the form prescribed.

3. The principal of every school from which candidates for examination come shall before June 30th forward to the department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, whether candidate should pass.

4. Only the holders of Standard VI or VII diplomas shall be admitted to examination for Standard VII and VIII diplomas respectively. But in the case of persons who have not been residents of the Territories for eighteen months immediately prior to the date of examination and in other special cases the commissioner may upon proof of necessary qualifications admit to any examination.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and  $33\frac{1}{3}$  per cent. on every other paper or on each part thereof.

6. Any candidate who fails to pass the examination for Standard VII or VIII may be granted a diploma of the next lower standard provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

7. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

8. The fee for each of the examinations (Standards VI, VII and VIII) shall be three dollars payable to the presiding examiner on the first day of the examination. The fee for each appeal shall be two dollars. If an appeal is sustained the fee shall be refunded.

#### *Professional Examinations.*

9. The professional examinations based on the course of studies for normal schools shall be held at the close of each session.

10. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks and  $33\frac{1}{3}$  per cent. on each paper.

11. Every person who holds a professional certificate of the second class and a Standard VIII diploma shall be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate,

## COURSE OF STUDIES AND SUBJECTS OF EXAMINATION, 1904.

In the following course of studies prescribed for Standards VI, VII and VIII certain subjects are *obligatory* and others are *optional*. The obligatory subjects are those which all pupils in the standard are required to study, whether prescribed for examination or not. The optional subjects are those whose study may be omitted by any pupil. The annual examination for each standard includes both obligatory and optional subjects. All candidates must write on the obligatory subjects which are prescribed for examination but they may elect the optional subjects on which they wish to write.

*Standard VI.*

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than study. Practice in oral reading.

Prescribed books, 1904: Longfellow's *Evangeline* (Riverside Literature Series, No. 1); Scott's *The Lady of the Lake* (R.L.S. No. 53); Dickens' *Christmas Carol* (R.L.S. No. 57); Goldsmith's *Vicar of Wakefield* (R.L.S. No. 78); Lamb's *Tales from Shakespeare* (R.L.S. Nos. 64-66).

Prescribed books, 1905: Longfellow's *Courtship of Miles Standish* (Standard Literature Series No. 47, University Publishing Co., or R.L.S. No. 2); Tennyson's *Enoch Arden*, *Locksley Hall*, etc., edited by C. S. Brown (D. C. Heath & Co.); Dickens' *A Tale of Two Cities* (edition by Ginn & Co. or D. C. Heath & Co.); Hawthorne's *Twice Told Tales* (Standard Literature Series No. 15).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorisation of fine passages.

Prescribed Poetical Literature, 1904: Selections edited by Saul and McIntyre pp. 1-108. For 1905: Selections edited by Saul and McIntyre Vol. II (The Copp, Clark Co.)

Prescribed Prose Literature, 1904: Scott's *Ivanhoe* (recommended for teachers' reference, the edition by Bliss Perry in Longman's English Classics). For 1905: Goldsmith's *Vicar of Wakefield* (MacMillan's Pocket Classics, Morang & Co.)

4. *English Grammar and Rhetoric*: A general knowledge of the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description and exposition.

Text books: Sykes *Elementary English Composition* (The Copp, Clark Co.); the *High School Grammar*, revised edition (Canada Publishing Co.)

5. *History*: The leading events of Canadian and British History. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere use of memory.

Text books: Clement's History of Canada, William Briggs; Buckley and Robertson's High School History (The Copp, Clark Co.)

6. *Geography*: The general geography of the world; geography of Canada and the British Empire more particularly.

Text books: The New Canadian Geography—North-West edition (W. J. Gage & Co.); Geography of the British Colonies, Dawson and Sutherland (The Copp, Clark Co.); Teachers' Reference, Adams' Commercial Geography (G. N. Morang & Co.)

7. *Arithmetic and Mensuration*: Pure arithmetic, commercial arithmetic (omitting annuities). For additional mensuration consult Hill's Lessons in Geometry (Ginn & Co.) chapters VII to IX inclusive.

Text book: Hamblin Smith's Arithmetic — Twentieth Century edition (W. J. Gage & Co.)

8. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, highest common factor, least common multiple, fractions, easy quadratics.

Text book: C. Smith's Elementary Algebra chapters I to XIV inclusive (The Copp, Clark Co.)

9. *Geometry*: Euclid's Elements, Book I, with easy deductions.

Text Book: Todhunter and Loney (The Copp, Clark Co.)

10. *Book-keeping*: A knowledge of business forms, usages, and correspondence; book-keeping by single and double entry.

Text book: Black's Public School Book-keeping (The Copp, Clark Co.)

11. *Botany and Agriculture*: *Botany*—(a) As in prescribed texts omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII, and microscopic work; (b) A knowledge of the structure, function, and relation of the root, stem, leaf and flower of typical plants belonging to the orders Ranunculaceæ, Cruciferae, Leguminosæ, Rosaceæ and Liliaceæ. Determination of plants belonging to these orders. Field work by each student is essential. *Agriculture*—As in prescribed text.

Text books: Bergen's Foundations of Botany without Key and Flora (Ginn & Co.); Agriculture by James and McIntyre (Morang & Co.). Teachers' references: Spotton's High School Botany, Manitoba edition (W. J. Gage & Co.); Coulter's Plant Relations (Morang & Co.); Bailey's Principles of Agriculture (Morang & Co.)

12. *Physical Science*: As in Merchant and Fessenden's High School Physical Science Part I (The Copp, Clark Co.).

13. *Drawing*: Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III (W. J. Gage & Co.). Teachers' reference: The Manual.

14. *Latin*: Grammar, reading, composition; pages 1-191 of Henderson and Fletcher's First Latin Book (The Copp, Clark Co.).

15. *French*: Grammar, reading, composition and conversation; pages 1-102 of Fraser and Squair's French Grammar and Reader (The Copp, Clark Co.).

16. *German*: Grammar, reading, composition and conversation; pages 1-142—together with a knowledge of the strong verbs—of the High School German Grammar and Reader (The Copp, Clark Co.).

(17. *Pedagogy*: The examinations in pedagogy for persons who desire to have their Third Class Certificates renewed shall be based upon Lloyd Morgan's Psychology for Teachers (Scribner's) and Landon's Teaching and Class Management).

The *obligatory* subjects of the standard are reading, English composition, English literature, English grammar and rhetoric, geography, British and Canadian history, arithmetic and mensuration, geometry, botany and drawing.

The *optional* subjects of the standard are algebra, book-keeping, agriculture, physical science, Latin, French and German.

*Candidates for Examination* shall be required to write on the following subjects: English literature, English composition, British and Canadian history, geography, arithmetic and mensuration, algebra, book-keeping, botany and agriculture, physical science, drawing.

(NOTE: Pupils in Standard VI who intend to proceed to a university should commence the study of the languages required for matriculation).

### *Standard VII.*

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than study. Practice in oral reading.

Prescribed books, 1904: Tennyson's The Princess, Enoch Arden, Ode on the Death of the Duke of Wellington (MacMillan's Sixpenny Series); Ruskin's Sesame and Lilies (W. J. Gage & Co.); Irving's Sketch Book (Ginn & Co., Selections in Classics for Children); Scott's The Talisman.

Prescribed books, 1905: Addison's Sir Roger de Coverley (Eclectic English Classics, American Book Co.); Cooper's The Last of the Mohicans (MacMillan's Pocket Classics, Morang & Co.); Tennyson's Morte D'Arthur, Sir Galahad and Lancelot and Elaine, (The Copp, Clark Co.); Scott's Lay of the Last Minstrel (Ten Cent Classics, Educational Publishing Co. or The Lake English Classics, Scott, Foresman & Co.).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorisation of fine passages.

Prescribed Poetical Literature, 1904: Alexander's School Anthology of English Poetry (The Copp, Clark Co.) Books II and III; Julius Cæsar—the Warwick edition recommended (Morang & Co.).

For 1905: Alexander's School Anthology, Books I and III; Macbeth—the Warwick edition recommended (Morang & Co.).

Prescribed Prose Literature, 1904: The Mill on the Floss. For 1905: Macauley's Essays on Warren Hastings (MacMillan's Pocket Classics—Morang & Co.).

4. *English Grammar and Rhetoric*: As in the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the forms of narration, description, exposition and argument.

Text books: Sykes' Elementary English Composition (The Copp, Clark Co.); the High School Grammar, revised edition (Canada Publishing Co.); teachers' reference: Genung's Practical Rhetoric (Ginn & Co.).

5. *History*: As in Myer's General History (Ginn & Co.).

6. *Geography*: Physical geography.

Text book: Elementary Physical Geography, by R. S. Tarr (Morang & Co.).

7. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiples, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text book: C. Smith's Elementary Algebra, chapters I to XX inclusive (The Copp, Clark Co.).

8. *Geometry*: Euclid, Books I, II and III; deductions.

Text book: Todhunter and Loney's Euclid (The Copp, Clark Co.).

9. *Animal Life*: As in Jordan and Kellogg's Animal Life (Morang & Co.) especially chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

10. *Chemistry*: As in Waddell's School Chemistry, especially chapters I to XIV inclusive (Morang & Co.).

11. *Drawing*: Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools; Books IV and V (W. J. Gage & Co.). Teacher's reference: The Manual.

12. *Latin*: Translation into English of passages from prescribed texts; translation at sight (with the aid of vocabularies) of passages from some easy prose author, to which special importance will be attached. Candidates will be expected to have supplemented the reading



of the prescribed texts by additional practice in the translation of Latin; grammatical questions on the passages from prescribed texts shall be set, and such other questions as arise naturally from the context; translation into Latin of sentences and of easy narrative passages based upon the prescribed prose texts. Two papers of three hours each,—(1) Authors, (2) Latin grammar, prose composition and sight work.

Text Books 1904 and 1905: Vergil, *Æneid*, Book II (1-505); Cæsar *Bellum Gallicum*, Book IV (omitting chapter 17), and Book V, chapters 1-23; Henderson and Fletcher's *First Latin Book* (The Copp, Clark Co.).

13. *French*: Translation into English of passages from prescribed texts; translation of unspecified passages from easy French authors; translation of easy passages from English into French; translation into French of short sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in French of sentences of similar character; High School French Grammar, Part I, together with the more common irregular verbs. Two papers of three hours each,—(1) Authors, (2) French grammar and composition.

Text books: Authors, 1904 and 1905: LAMMENAIS, *Paroles d'un Croyant*, Chapters VII and XVII; PERRAULT, *Le Maître Chat ou Le Chat Botte*; DUMAS, *Un Nex Gele*, and *La Pipe de Jean Bart*; ALPHONSE DAUDET, *La Dernière Classe*, and *La Chevre de M. Seguin*; LEGOUVE, *La Patte de Dindon*; POUVILLON, *Hortibus*; LOTI, *Chagrin d'un Vieux Forcat*; MOLIERE, *L'Avare*, Acte III, Sc. 5 (*Est-ce a votre Cocher. . . sous la mienne*); VICTOR HUGO, *Waterloo*, Chapter IX; ROUGET DE L'ISLE; *La Marseillaise*; ARNAULT, *La Feuille*; CHATEAUBRIAND, *L'Exile*; THEOPHILE GAUTIER, *La Chimere*; VICTOR HUGO, *Extase*; LAMARTINE, *L'Automme*; DEMUSSET, *Tristesse*; SULLY PRUDHOMME, *Le Vase Brise*; LAFONTAINE, *Le Chene et le Roseau*.

1904: DAUDET: *La Belle Nivernaise*; 1905: ERCKMANN-CHATRIAN *Contes fantastiques*, pp. 3-69, 121-138, ed. by E. S. Joynes (Holt & Co.)

14. *German*: Translation into English of passages from prescribed texts; translation of unspecified passages from easy German authors; translation of easy passages from English into German; translation into German of short sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in German of sentences of similar character; High School German Grammar. Two papers of three hours each,—(1) Authors, (2) German grammar and composition.

Text books: Authors, 1904 and 1905,—GRIMM, *Rotkæppchen*; ANDERSON, *Wie's der Alte macht*, *Das neue Kleid*, *Venedig*, *Rothschild*, *Der Baer*; ERTL, *Himmelsschlüssel*; FROMMEL, *Das eiserne Kreuz*; BAUMBACH, *Nicotiana*, *Der Goldbaum*; HEINE, *Lorelei*, *Du bist wie eine Blume*; UHLAND, *Schæffer's Sonntagslied*, *Das Schloss am Meer*; CHAMISSE, *Das Schloss Boncourt*; CLAUDIUS, *Die Sterne*, *Der Riese Goliath*; GOETHE, *Mignon*, *Erlkœnig*, *Der Sænger*; SCHILLER, *Der Juengling am Bache*.

1904, BAUMBACH, *Waldnovellen*; 1905, LEANDER, *Træumereien*, pp. 49-50 (selected by Van Daell).

The *obligatory* subjects of the standard are reading, English composition, English literature, general history, physical geography, animal life, geometry and drawing.

The *optional* subjects of the standard are English grammar and rhetoric, algebra, chemistry, Latin, French and German.

*Candidates for examination* shall be required to write on English composition, English literature, general history, physical geography, geometry, animal life and any three of the following: algebra, English grammar and rhetoric, chemistry, Latin, French or German.

(NOTE: Students desiring standing equivalent to matriculation must select for examination the languages and other subjects prescribed therefor by the university).

### *Standard VIII.*

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for general reading.

Prescribed books, 1904: Matthew Arnold's *Sohrab and Rustum* and other poems (Silver, Burdett & Co.); Browning's *The Lost Leader*, Rabbi Ben Ezra, *The Grammarian's Funeral* and other poems (R.L.S. No. 115); De Quincey's *Flight of a Tartar Tribe* (R.L.S. No. 110); Macaulay's *Life and Writings of Addison* (R.L.S. No. 104); Thackeray's *Pendennis*.

Prescribed books, 1905: Macaulay's *Lays of Ancient Rome* (Ginn & Co. or R.L.S. No. 45); Thackeray's *Henry Esmond* (*The Lake English Classics*, Scott, Foresman & Co.); Irving's *Tales of a Traveller* (*Eclectic English Classics*, American Book Co.); Holmes' *Autocrat of the Breakfast Table* (R.L.S. No. 81).

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations. Instruction in the principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorisation of fine passages.

Prescribed Poetical Literature, 1904: Tennyson's *The Palace of Art*, *Locksley Hall*, *In Memoriam* (MacMillan's Sixpenny Series); Milton's *L'Allegro*, *Il Penseroso*, *Lycidas*, *Comus* (R.L.S. No. 72); Julius Caesar and *The Tempest*. For 1905: Wordsworth's *Excursion*, Book I; Coleridge's *Christabel*; Macbeth and *The Merchant of Venice*.

Prescribed Prose Literature, 1904: Hawthorne's *The Marble Faun*, (R.L.S. No. 148). For 1905: Macaulay's *Essay on Warren Hastings*.

#### 4. *English Language and Rhetoric*:

Text books: Lounsberry's *English Language*, Part I, revised edition; Gummere's *Handbook on Poetics* (Ginn & Co.); Genung's *Practical Elements of Rhetoric* (Ginn & Co.).

#### 5. *History*: Constitutional and Industrial.

Text Books: Bagehot, *The English Constitution* (Kegan, Paul, Trench & Co.); Bourinot, *How Canada is Governed*, revised edition, 1902 (The Copp, Clark Co.); Cunningham's *Outlines of English Industrial History* (The MacMillan Co.).

6. *Algebra*: C. Smith's Elementary Algebra (The Copp, Clark Co.).
7. *Geometry*: Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.  
Text book: Todhunter and Loney (The Copp, Clark Co.).
8. *Trigonometry*: As in D. A. Murray's Plane Trigonometry and Tables (Longmans & Co.).
9. *Physical Science*: The elements of Physics.  
Text Book: Gage's Introduction to Physical Science (revised edition, 1902, Ginn & Co.).
10. *Latin*: Translation, grammar and prose composition.  
Text books: Bennett's Grammar, with special reference to Parts I to IV; North and Hillard's Latin Prose Composition Exercises marked A; authors, 1904—Horace, Odes I, omitting V, XIII, XIX, XXV, XXXIII; Cicero, Pro Lege Manilia; 1905—Horace, Odes III; Cicero, In Catilinam and Pro Archia.
11. *French*: Translation, grammar, composition, dictation and sight translation.  
Text Books: High School French Grammar (new edition) pages 129-233 inclusive, with the associated exercises; Authors, 1904, Augier Le Gendre de M. Poirier (Heath & Co.); Lamartine, Graziella; 1905, Labiche and Martin, Le Poudre Aux Yeux (Heath & Co.); Edmond About, Le Roi des Montagnes (Siepmann's French series—MacMillan & Co.).
12. *German*: Translation, grammar, composition, dictation and sight translation.  
Text books: High School German Grammar; Authors, 1904, Baumbach, Der Schwiegersohn (Heath & Co.); Freytag, Die Journalisten (American Book Co.); 1905, Moser, Der Bibliotheker (American Book Co.); Hillern, Hoher als die Kirche (Holt & Co.).

The *obligatory* subjects of the standard are reading, English composition, English literature, English language and rhetoric, history and trigonometry.

The *optional* subjects of the standard are algebra, geometry, physical science, Latin, French and German.

*Candidates for examination* shall be required to write on English composition, English literature, English language and rhetoric, history, trigonometry, and any three of the following; physical science, algebra, geometry, Latin, French, or German.

(NOTE: Students desiring university standing equivalent to the first year must select for examination the languages and other subjects prescribed therefor by the university).

**COURSE OF STUDIES FOR NORMAL SCHOOLS.***Third Class Certificates.*

1. *The Science of Education*: The nature and aim of education, teaching and instruction; outline of helpful portion of mental science; application of the principles derived therefrom to teaching and government.

2. *The Art of Education*: Methods of teaching each subject on the programme of studies for schools; school organisation; school management; school hygiene; duties of teachers and pupils as set forth in The School Ordinance and Regulations. Practice in teaching.

Text books: Garlick's New Manual of Method; White's Elements of Pedagogy; Ontario Manual of Hygiene, chapters 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 22; Prang's New Graded Course in Drawing for Canadian Schools; the Normal Music Course First Reader, new and enlarged edition (Silver, Burdett & Co.).

Candidates will be required during the second week of the session to pass an examination on Tilley's Methods in Teaching (Geo. N. Morang & Co.)

*Second Class Certificates.*

1. *The Science of Education*: The nature and aim of education, teaching and instruction; psychology and ethics as the scientific basis of the art of education: their application to the development of the intellectual and moral powers.

2. *The Art of Education*: Outlines of general method; application to the teaching of each subject on the programme of studies; school organisation; school management; school hygiene; school law; practice in teaching.

3. *The History of Education*: System and theories of education; eminent educators.

Text books: Dexter and Garlick's Psychology in the School Room (Longman's), Landon's Teaching and Class Management, White's School Management, The Report of the Committee of Five, Manual of Hygiene, School Ordinance, Prang's New Graded Course in Drawing for Canadian Schools, The Normal Music Course First Reader, new and enlarged edition.

Reference for History of Education: Browning's Educational Theories and Quick's Educational Reformers (Appleton's Edition, 1891).

Candidates will be required during the second week of the session to pass an examination on Fitch's Lectures on Teaching.

*First Class Certificates.*

1. *The Science of Education*: Nature, form and limits of education; development and training of man; education values; psychological and logical sequence of subjects; general method.

2. *The Art of Education*: Application of principles derived from the science of education to the teaching of each subject on the programme of studies; school organisation; school management; school law; practice in teaching.

3. *The History of Education*: Systems and theories of education ; eminent educators.

Text books: Rosenkranz' *Philosophy of Education* ; Sully's *Hand Book of Psychology* (revised edition) ; DeGarmo's *Essentials of Method* (revised edition) ; Landon's *Teaching and Class Management* ; White's *School Management* ; Laurie's *Lectures on Linguistic Method* ; Herbert Spencer's *Education* ; Report of the Committee of Ten ; the Prang Course in *Drawing for Ungraded Schools* ; The Normal Music Course First Reader, new and enlarged edition.

Candidates in attendance will be required during the second week of the session to pass an examination on Fitch's *Lectures on Teaching*.

## APPENDIX E.

## AUTHORISED TEXT BOOKS.

*Standards I-IV.*

APPROVED AUGUST, 1903.

*Readers*: The Ontario Readers (Part I, Part II), Second, Third and Fourth (The Canada Publishing Co.); The New Canadian Reader, Book V (W. J. Gage & Co.); The Dominion Readers, First (Part I, Part II) and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Part I, Part II) and Second Readers—these are optional in schools where French is the vernacular; German Readers, Ahn's First and Second German Books.

*Supplementary Readers*: Standard I (Part I), Appleton's First Reader; (Part II) Sea Side and Way Side, No. 1 (Animal Life), Bass' Nature Stories for Young Readers (Plant Life), Scudder's Verse and Prose for Beginners (No. 59 R.L.S.). Standard II, Sea Side and Way Side No. 2, Fables and Folk Stories (Nos. 47, 48 R.L.S.). Standard III, Sea Side and Way Side No. 3, Selections from Child Life in Poetry (No. 70 R.L.S.). Standard IV, John Burroughs' Birds and Bees (No. 28 R.L.S.), Dickens' Christmas Carol (No. 57 R.L.S.). The use of supplementary readers is optional in all schools.

*Copy Books*: Gage's Practical System of Vertical Writing.

*Arithmetic*: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

*Grammar*: Goggin's New Elementary Grammar.

*Geography*: The New Canadian Geography, North-West Territories edition.

*History*: Clement's History of Canada; Buckley and Robertson's High School History of England.

*Agriculture*: Agriculture by C. C. James and McIntyre.

*Geometry*: Hill's Lessons in Geometry.

*Algebra*: C. Smith's Elementary Algebra.

*Book-keeping*: Black's Public School Book-keeping.

*Drawing*: Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

*Music*: The Normal Music Course First and Second Readers, revised and enlarged; First Series of Charts, Second Series of Charts.

*Recommended as References for Teachers.*

*Geography*: Parker's How to Study Geography; King's Methods and Aids in Geography; Fry's Child and Nature; Shaler's The Story of our Continent; Dawson and Sutherland's The Geography of the British Colonies; American Book Company's Geographical Reader.

*Nature Study and Agriculture*: Newell's From Seed to Leaf; Goodale's Concerning a Few Common Plants; Grant Allen's The Story of the Plants.

*Arithmetic*: Wentworth's Primary Arithmetic.

*Drawing*: The Manual for Prang's New Graded Course for Canadian Schools.

*Hygiene and Physiology*: Ontario Manual of Hygiene; Public School Physiology and Temperance.

*Manners and Morals*: White's School Management.

### *Standards VI-VIII.*

*Grammar*: Seath's High School Grammar (Revised edition).

*Composition and Rhetoric*: Syke's Elementary English Composition; Gunmere's Handbook on Poetics; Genung's Practical Elements of Rhetoric; Lounsberry's English Language. Teacher's reference: Genung's Practical Rhetoric.

*Literature*: Poetical and Prose.—Prescribed selections for each standard.

*History*: Canadian—Clement's History of the Dominion of Canada  
British—Buckley and Robertson's High School History.

General—Myer's General History.

Constitutional—Bagehot's The English Constitution;  
Bourinot's How Canada is Governed (revised edition, 1902).

Industrial—Cunningham's Outlines of English Industrial History.

*Geography*: The New Canadian Geography (North-West edition); Dawson and Sutherland's Geography of the British Colonies; Tarr's Elementary Physical Geography. Teacher's reference: Adams' Commercial Geography.

*Mathematics*: Hamblin Smith's Arithmetic (Twentieth Century edition); C. Smith's Elementary Algebra; Todhunter and Loney's Geometry; Black's Public School Book-keeping; Murray's Plane Trigonometry and Tables.

*Science*: Bergen's Foundation of Botany (without Key and Flora); James and McIntyre's Agriculture; Merchant and Fessenden's High School Physical Science, Part I; Gage's Introduction to Physical Science (revised edition, 1902); Jordan and Kellogg's Animal Life; Waddell's School Chemistry. Teachers' references: Spotton's High School Botany, Manitoba edition; Coulter's Plant Relations; Bailey's Principles of Agriculture.

*Classics*: Henderson and Fletcher's First Latin Book; North and Hilliard's Latin Prose Composition, exercises marked A; Bennett's Grammar; selections for translation,—as prescribed.

*Moderns*: Fraser and Squair's French Grammar and Reader; High School Grammar and Reader (French); High School Grammar and Reader (German); selections for translation,—as prescribed.

*Drawing*: Prang's New Graded Course in Drawing for Canadian Schools. Teacher's reference: The Manual.

## NORMAL SCHOOLS.

Third Class: Garlick's New Manual of Method with Appendix; Tilley's Methods in Teaching; White's Elements of Pedagogy; School Ordinance and Regulations; Ontario Manual of Hygiene.

Second Class: Dexter and Garlick's Psychology in the School Room; Landon's Teaching and Class Management; White's School Management; The Report of the Committee of Five; Ontario Manual of Hygiene; School Ordinance and Regulations; and Browning's Educational Theories and Quick's Educational Reformers as references; Fitch's Lectures on Teaching.

First Class: Rosenkranz' Philosophy of Education; Sully's Handbook of Psychology (revised edition); De Garmos' Essentials of Method (revised edition); Landon's Teaching and Class Management; White's School Management; Laurie's Lectures on Linguistic Method; Herbert Spencer's Education; Report of the Committee of Ten; Fitch's Lectures on Teaching.

In all classes, Drawing and Music as for Public School Standards.





PUBLIC SCHOOL, HORSE HILL S. D., ALBERTA.



PUBLIC SCHOOL, RIDGEWAY S. D., ASSA.



## APPENDIX F.

### TEACHERS' READING COURSE.

As teachers who have completed their professional training frequently ask for guidance in their subsequent reading, the Department in 1900 established a Teachers' Reading Course. The regulations governing the course are as follows:

"The Commissioner of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

"Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

"Any teacher who submits to the Department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books."

The following is a list of the books selected for the course since it was established:

- 1900: Teaching the Language Arts.—Hinsdale.  
Plant Relations.—Coulter.  
Talks to Teachers on Psychology.—James.
- 1901: The Art of Study.—Hinsdale.  
Animal Life.—Jordon and Kellogg.  
The Teaching of Elementary Arithmetic.—Smith.
- 1902: How to Enjoy Pictures.—Emery.  
Nature Study and the Child.—Scott.  
The Study of History in Schools.—Committee of Seven.
- 1903: Elements of General Method.—McMurray.  
Pestalozzi, his Life and Work.—De Guimps.  
Lectures on the Science and Art of Education.—Payne.

The subjects of the essays based upon the course for 1903-04 were:

#### A.

##### *Elements of General Method.*

1. Interest as a factor in education.
2. Importance of Correlation in the Teaching Process.
3. Relative value of Nature Study and History as School Studies.

## B.

*Pestalozzi, his Life and Work.*

1. Pestalozzi, the man.
2. Influence of Pestalozzi on his times.
3. His work at Burgdorf.

## C.

*The Science and Art of Education.*

1. Relation of teacher and pupil in the process of instruction.
2. Value to the educator of a knowledge of the principles of teaching.
3. Froebel and Elementary Education.

## APPENDIX G.

## TEACHERS' ASSOCIATIONS.

THE following is a list of the Teachers' Associations in existence in the Territories in 1903 :

NAME	PRESIDENT	SECRETARY
Territorial . . . . .	C. H. Lee, B.A., Moosomin	J. W. Sifton, B.A., Moose Jaw
Northern Alberta . . . . .	W. Rea, B.A., Ed- monton	Miss Annie Lyle, Strathcona
Central Alberta . . . . .	D. C. Bayne, Banff..	Miss M. A. Moodie, Calgary
South Eastern Alberta . . . . .	J. McCaig, M.A., Lethbridge	Miss E. H. Middle- miss, Raymond
Saskatchewan . . . . .	A. C. Howard, Prince Albert	Miss A. Sharman, Prince Albert
Moose Jaw District . . . . .	J. W. Sifton, B.A., Moose Jaw	.....
Regina District . . . . .	W. J. Elder, B.A., Regina	J. L. Bryant, Regina
Central Assiniboia . . . . .	N. B. Williams, Saltoun	S. J. A. Branion, Wolseley
North Eastern Assiniboia . . . .	T. R. Welwood, Saltcoats	D. Burke, Yorkton ..
Eastern Assiniboia . . . . .	J. T. Dunning, M.A., Moosomin	Miss E. Armstrong, Fleming
South Eastern Assiniboia . . . .	E. McIlmoyle, Ox- bow	James Little, Carn- duff

## TEACHERS' CONVENTIONS. .

During the year 1903 sixteen conventions and institutes were held in the Territories. In order to indicate the character of these meetings and the scope of the subjects dealt with the following outlines of programmes are given :

*Programme, Grenfell Convention, held October 1st and 2nd.*

1. Opening address; reading minutes; appointment of committees, etc.

2. Teacher's Time Table: Purposes and Limits. — Mr. Greer, Chickney.

3. Nature Study: Plan of Actual Teaching Work for the Seasons,—Miss Smith, Loon Creek,

4. Geography: Theory of Standard III Work.—Mr. H. Lennox, Fort Qu'Appelle.
5. Lessons Suggested by Offences and the Treatment of such Offences.—Miss French, South Qu'Appelle.
6. Singing: Progressive Exercises and Conduct of Classes.—Miss Chappell, Wolseley.
7. Grammar: Use of the Text Book to Standard IV.—Mr. J. A. Finlay, Indian Head.
8. Arithmetic for Standard II: The Nature and Breadth of Problems.—Mrs. Anderson, Broadview.
9. Drawing in Country Schools: Miss Gillespie, Wolseley.
10. Report of Territorial Convention: Mr. Robinson, Summerberry.
11. Nature of Composition Work to Primary Classes: Miss Spence, Sintaluta.
12. The Teacher as a Citizen: Mr. Middlemiss, Wolseley.
13. Reports of Committees; general business.

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*Programme, Edmonton Convention, held October 5th and 6th.*

1. President's address; preliminary business.
2. Expressive Reading.—Miss E. E. Asher.
3. Practical Composition.—Inspector Boyce.
4. The Globe.—Mr. P. H. Thibaudeau.
5. The Teacher as a Citizen.—Mayor Short.
6. Teachers' Supplementary Reading.—Miss G. B. Sutherland.
7. Hygiene, Its Place and Importance in Schools.—Dr. H. L. McInnes.
8. The Value of Languages.—Mr. W. Rea.
9. Classification in Public Schools.—Mr. M. Hogan.
10. Field Notes.—Inspector Perrett.
11. Measurements.—Miss J. Mahaffy.
12. Question Drawer; final business.

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*Programme, Saltcoats Convention, held September 17th and 18th.*

1. President's address; secretary's report; appointing of committees.
2. Mathematical Geography.—Mr. Colin McLeay.
3. Drawing: Its Purpose and Limits.—Mr. D. M. Hamilton.
4. Arithmetic: Fractions in Standards I, II and III.—Mr. H. M. Barret.
5. Mistakes in Discipline.—Miss Elder.
6. Grammar: Parsing and Analysis in Standards III and IV.—Mr. McCracken.
7. The Teacher as a Citizen: his Influence in the Community.—Mr. D. Burke.
8. Spelling: How to Secure Accuracy.—Miss Hunt.
9. A Supplementary Reading Lesson to Standard II.—Miss Skelton.
10. Nature Study.—Mr. E. H. Knowles.

## APPENDIX H.

## THE RHODES SCHOLARSHIPS.

Of the many educational events during the past few years probably the most memorable has been the provision made by the will of the late Right Hon. Cecil John Rhodes for the endowment of over two hundred scholarships in the Colleges of Oxford. These scholarships, each of which amounts to about \$1,500.00 a year for three years, are open to students residing in the British Colonies, the United States and Germany.

As the will itself makes provision for but two scholarships for the whole of Canada, namely for Ontario and Quebec students, steps were taken to call the attention of Mr. Rhodes' trustees to the omission of the other provinces and the North-West Territories.

On the 23rd February, 1903, Dr. George R. Parkin, the agent of the trustees, visited Regina and held a conference at which the following persons were present: His Honour A. E. Forget, Lieutenant-Governor; Dr. W. Elliott, Commissioner of Agriculture; D. P. McColl, B.A., Principal of the Normal School; A. M. Fenwick, M.A., Assistant Principal of the Normal School; E. B. Hutcherson, M.A., Inspector of Schools; and T. E. Perrett, B.A., Inspector of Schools. In due course Dr. Parkin transmitted his recommendations to the trustees, who decided to allot one scholarship annually to candidates from the North-West Territories.

The trustees of the will of the late Mr. C. J. Rhodes have prepared the following memorandum for the information of college authorities and intending candidates for scholarships in Canada.

The first election of scholars in Canada under the Rhodes bequest will be made between February and May, 1904. The elected scholars will commence residence in October, 1904.

A qualifying examination will be held within this period in each province, or at centres which can be easily reached. This examination is not competitive, but is intended to give assurance that all candidates are fully qualified to enter on a course of study at Oxford University.

It will therefore be based on the requirements for Responsions—the first public examination exacted by the university from each candidate for a degree.

The Rhodes scholars will be selected from candidates who have successfully passed this preliminary examination. One scholar will be chosen for each province to which scholarships are assigned.

The requirements of the Responsions examination, as stated in the Statutes of the University of Oxford, are as follows:—

Candidates must offer the following:—

- (1) Arithmetic—the whole.\*
- (2) *Either* Algebra.

Addition, subtraction, multiplication, division, greatest common measure, least common multiple, fractions, extraction of square root, simple equations containing one or two unknown quantities, and problems producing such equations.

\* Candidates are expected to be able to do correctly sums in vulgar and decimal fractions, practice, proportion and its applications, interest (simple and compound), square measure and square root.

Or Geometry.

Euclid's Elements, Book I, II\* Euclid's axioms will be required, and no proof of any proposition will be admitted which assumes the proof of anything not proved in preceding propositions of Euclid.

(3) Greek and Latin Grammar.

(4) Translation from English into Latin prose.

(5) Greek and Latin authors.

Candidates must offer two books, one Greek and one Latin, or unseen translation. The following portions of the under-mentioned authors will be accepted :—

Demosthenes : (1) Philippics 1-3, and Olynthiacs 1-3, or (2) De Corona.

Euripides, any two of the following plays: Hecuba, Medea, Alcestis, Baccbae.

Homer (1) Iliad 1-5, or 2-6; or (2) Odyssey 1-5, or 2-6.

Plato, Apology and Crito.

Sophocles, Antigone and Ajax.

Xenophon, Anabasis 1-4 or 2-5.

Caesar, De Bello Gallico 1-4.

Cicero : (1) the first two Philippic Orations; or (2) the four Catiline Orations, and In Verrem. Act I; or (3) the Orations Pro Murena and Pro Lege Manilia; or (4) the treatises De Senectute and De Amicitia.

Horace : (1) Odes 1-4; or (2) Satires; or (3) Epistles.

Livy, Books 21 and 22. (After Michaelmas, 1903, Books V and VI.)

Virgil : (1) the Bucolics, with Books 1-3 of the Aeneid; or (2) the Georgics; or (3) the Aeneid, Books 1-5, or 2-6.

Papers covering this range of study will be prepared by examiners appointed by the trustees, and will be sent to each centre, where, at a date publicly announced, the examination will be held under proper supervision, and the papers returned to the examiners.

A list of those who have successfully passed this test will as soon as possible be furnished to the chairman of the committee of selection in each province, or to the university making the appointment, and from this list the committee or university will proceed to elect the scholars.

The committees and the universities making appointments will be furnished with a statement of the qualifications which Mr. Rhodes desired in the holders of his scholarships, and they will be asked in exercising their right of selection to comply as nearly as circumstances will permit with the spirit of the testator's wishes.

They will also be asked to furnish to the trustees as full a statement as possible of the school and college career of each elected scholar, with the special grounds of his appointment, together with suggestions, if desired, as to the course of study for which he is best fitted.

It has been decided that all scholars shall have reached at least the end of their sophomore or second year work at some recognised degree-granting university or college of Canada.

Scholars must be unmarried, must be British citizens, and must be between nineteen and twenty-five years of age.

Candidates may elect whether they will apply for the scholarship of the province in which they have acquired the above-mentioned educational qualification, or for that of the province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination in the province they select. No candidate may compete in more than one province.

Candidates for scholarships should, during the month of January, 1904, notify the chairman of the committee of selection in the province for which they apply, or the head of the university appointing to the scholarship, of their intention to present themselves for examination. The decision of the committee of selection or of the university making appointment shall be final as regards eligibility.

In the case of Ontario, Quebec, Nova Scotia and New Brunswick it has been determined that nominations to the scholarships shall be made by the chartered universities and colleges of these provinces in a fixed rotation based upon the number of students in attendance.

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\* Candidates should be careful to answer questions in both books.



The nominations for 1904 and 1905 will be made as follows :—

<i>Ontario.</i>		<i>Nova Scotia.</i>	
1904.	By Toronto University.	1904.	By Dalhousie University.
1905.	By Queen's University.	1905.	By Acadia College.
<i>Quebec.</i>		<i>New Brunswick.</i>	
1904.	By McGill University.	1904.	By the University of New Brunswick.
1905.	By Laval University.	1905.	By Mount Allison University.

The further order of rotation will be announced later.

In the other provinces the selection of scholars will be made by the following committees :

*Prince Edward Island and British Columbia.*

The Lieut.-Governor.  
The Chief Justice.  
The Chief Superintendent of Education.

*Manitoba.*

A committee of five, to be named by the University of Manitoba.

*North-West Territories.*

A committee of five, to be named by the Lieut.-Governor and the Judges of the Supreme Court of the Territories.

Any inquiries about Oxford, its colleges and the courses of study there, should be addressed to F. J. Wylie, Esq., the Oxford agent of the Rhodes Trustees. The presidents of Canadian colleges are requested to send to Mr. Wylie, for the information of the trustees, copies of their annual calendar, and such other college literature as they may think useful.

Copies of Oxford Responson papers for past years can be obtained from The Copp, Clark Company, Toronto. The Students' Handbook of Oxford can be ordered at the same address. It gives full information about the examinations of the university, subject to changes made since the last edition was issued.

"Oxford As It Is," a small pamphlet prepared by Mr. Louis Dyer, of Harvard and Balliol Colleges, for the use of American candidates, gives all essential information in a condensed form. It can also be ordered from The Copp, Clark Company, Toronto.

"Oxford and Its Colleges," written by Mr. J. Wells, of Wadham College, and "Oxford and Oxford Life," edited by the same gentleman, may be recommended for those who wish to gain fuller information about the university and its colleges.

LONDON, June, 1903.

*Territorial Committee.*

At a meeting held on October 14th, 1903, at which were present His Honour the Lieutenant Governor and a majority of the Judges of the Supreme Court of the North-West Territories, the following persons were appointed to constitute the committee of five provided for by the above memorandum : The Lieutenant Governor of the Territories, the Chief Justice of the Supreme Court, the Judge of the Supreme Court resident at Regina, the Deputy Commissioner of Education, and the Principal of the Normal School. The Committee subsequently met on October 16th and organised by appointing His Honour A. E. Forget, the Lieutenant Governor, as chairman, and J. A. Calder, B A., Deputy Commissioner of Education, as Secretary.

*Extracts from Mr. Rhodes' Will.*

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest to candidates :

Whereas I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a university in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindliness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideas, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidate's school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the cases of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student who has been elected as aforesaid shall, within six calendar months after his election, or as soon thereafter as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove, any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

## APPENDIX I.

## ORDINANCES OF 1903.

(Second session.)

## CHAPTER 26.

An Ordinance to establish and incorporate a University for the North-West Territories.

[Assented to November 21, 1903.]

The Lieutenant Governor by and with the advice and consent of the Legislative Assembly of the Territories enacts as follows :

## SHORT TITLE.

1. This Ordinance may be cited as "*The University Ordinance.*"

## CORPORATION.

2. A university consisting of a chancellor, vice-chancellor, the senate and convocation is hereby established in the North-West Territories as a body politic and corporate by such name as may hereafter be determined by the Legislative Assembly.

3. The said corporation may acquire by purchase or in any other manner and hold for the purposes of the said university any and all property real and personal of every nature and kind whatsoever and subject to the terms of any gift devise or bequest of any property to the university, shall have power to mortgage, sell, transfer or otherwise dispose of all its property real or personal.

## VISITOR.

4. The Lieutenant Governor of the Territories shall be the visitor of the university with authority to do all those acts which pertain to visitors as to such Lieutenant Governor shall seem meet.

## CHANCELLOR.

5. The chancellor of the said university shall be elected by the members of convocation in the manner hereinafter mentioned and shall hold office for three years and until his successor is elected.

- (2) The chancellor first elected shall hold office until two years from the first Wednesday of October next following his election and until his successor is elected.

(3) The ordinary triennial election of chancellor shall take place on the first Wednesday in October in any year in which an election is required.

(4) In case of vacancy in the office of chancellor by death, resignation or any other cause before the expiration of his term of office then at a special election to be holden for that purpose (of which election notice shall be given in such manner as may be provided by statute of the senate) the members of convocation entitled to vote shall elect a chancellor for the remainder of the term in which such death, resignation or other avoidance may have happened.

#### VICE CHANCELLOR.

6. The vice chancellor of the university shall be elected by the members of the senate from among themselves and shall hold office for three years and until his successor is appointed.

(2) The ordinary triennial election of vice chancellor shall take place at the first meeting of the senate in any academic year in which such election may be required and the registrar shall at least one month before the meeting notify all the members of the senate that the election is to be held.

(3) In case of vacancy in the office of vice chancellor by death, resignation or any other cause before the expiration of his term of office the members of the senate shall, at a meeting to be held by them for that purpose, as soon as conveniently may be, of which notice shall be given in such manner as may be provided by statute of the senate, elect one other of the said members of the senate to be vice chancellor for the remainder of the term.

#### SENATE.

7. The senate of the university shall be composed as follows:

1. The Commissioner of Education, the chancellor;
2. Five members to be appointed by the Lieutenant Governor in Council;
3. Ten members to be elected by convocation from its members.

#### CONVOCATION.

8. The first convocation of the university shall consist of all graduates of any university in His Majesty's Dominions having the degree of Bachelor or Master of Arts, Bachelor Licentiate or Doctor of Law or of Civil Law, Bachelor or Doctor of Medicine, Bachelor or Master of Science, or of Bachelor, Licentiate or Doctor of Medicine who are actually residing in the Territories three months prior to the first election of members of the senate of the university and who at least one month prior to the said election register themselves as members of such convocation in the office of the Territorial secretary.

9. After the first convocation, convocation shall be composed of the members of the first convocation as constituted under the next preceding section and all persons who shall become graduates of the university.

## ELECTION OF CHANCELLOR AND MEMBERS OF SENATE.

**10.** A register shall be kept by the Territorial secretary in which he shall enter the names of graduates who are entitled to be members of the first convocation upon their producing to him satisfactory proof of their qualification under section 8 and upon payment of the fee of \$2 and the entry upon the register of the name of any person shall be conclusive evidence that such person is a member of convocation and is entitled to vote as such.

(2) The fees paid to the Territorial secretary under this section shall be transmitted by him to the treasurer of convocation upon his appointment.

**11.** The date of the first election shall be fixed by the Lieutenant Governor in Council of which not less than three months' notice shall be given in the Territorial gazette and at least three weeks prior to such date the Territorial secretary shall send a list of all the members of the first convocation to each member thereof.

**12.** For the first election of chancellor and members of the senate no nomination shall be necessary and for any subsequent election any three members of convocation may nominate a candidate for the office of chancellor or for the office of member of the senate and the nomination paper or papers shall be sent to the registrar at least one month before the date fixed for the election.

**13.** In the event of only one candidate being nominated for chancellor or only so many candidates being nominated for the senate as are required to be elected such candidate or candidates shall be deemed to have been elected and in such cases no voting papers shall be required to be sent out.

**14.** The votes at any election by convocation shall be given for the chancellor and for the members of the senate respectively by voting papers in the form in the schedule to this Ordinance or to the like effect being delivered to the Territorial secretary at the first election and to the registrar of the university at any subsequent election at such time and place as may be prescribed by the Lieutenant Governor in Council or by statute of the senate respectively.

**15.** Any voting papers received by post on or prior to the date of such election shall be deemed to be delivered for the purpose of such election.

**16.** For any election after the first election it shall be the duty of the registrar to send to each member of convocation where his residence is known to the registrar a list of the candidates duly nominated arranged in alphabetical order accompanied by one copy of the form of voting paper in the schedule to this Ordinance applicable to the election or elections then next to be held and such list and form shall be sent in such manner and at such time before the date of such election as may be directed by statute of the senate.

**17.** Said voting papers shall upon the day following the date of election at an hour to be stated by the statute be opened by the registrar of the university in the presence of such members of convocation as may desire to be present and the registrar shall examine and count the votes and keep a record thereof in a proper book to be provided by the senate.

**18.** The person who has the highest number of votes at an election for chancellor shall be chancellor of the university for the term of office then next ensuing or for the unexpired portion of the then current term as the case may be.

**19.** The members of convocation who have the largest number of votes for members of the senate shall be declared elected members thereof their number and term of office being limited as herein provided.

**20.** Any member of convocation may be elected chancellor or member of the senate.

**21.** In case of an equality of votes between two or more persons leaving the election of the chancellor or of one or more members of the senate undecided the election shall be determined by the registrar by lot.

**22.** In the event of any elector placing more than one name on his voting paper for chancellor or more than the required number on his voting paper for members of the senate the first name only shall be taken for chancellor and the first names only not exceeding the required number shall be taken for the members of the senate.

**23.** Whenever an appointment is made by the Lieutenant Governor to fill vacancies whether on retirement by rotation or from other cause arising the Territorial secretary shall forthwith communicate the name of the person so appointed to the registrar of the university.

**24.** The elected and appointed members of the senate shall hold office for three years and shall be eligible for re-election or reappointment provided that the first elected or appointed members of the senate shall hold office until two years from the first Wednesday of October next following their election or appointment.

**25.** Whenever a vacancy occurs in the senate through the retirement of any member for any cause whatever it shall be competent for those by whom such retiring member was elected or appointed to elect or appoint as the case may be a successor who shall hold office for the remainder of the term of such retiring member.

#### MEETINGS AND POWERS OF SENATE.

**26.** The first meeting of the senate shall be held within one month after the first election by convocation under this Ordinance and such meeting shall be at the call of the chancellor of the university.

**27.** The senate shall have power to regulate its meetings and proceedings and shall have the entire management of and superintendence over all the affairs, concerns and property of the university and in all cases unprovided for by this Ordinance it shall be lawful for the senate to act in such manner as shall appear to it best calculated to promote the purposes to be intended to be promoted by the university and it shall have full powers to prescribe examinations and confer degrees and to appoint at such salaries as it shall think fit and at pleasure to dismiss all professors, tutors, lecturers, teachers and other necessary officers, assistants and servants of the university.

(2) No religious test shall be required of any professor, teacher, lecturer or student or servant of the university nor shall religious observances according to the forms of any particular religious denomination or otherwise be imposed on them or any of them.

**28.** The senate may from time to time make or alter any statute or statutes touching any matter whatsoever regarding the university not inconsistent with the provisions of this Ordinance or any law in force in the Territories.

**29.** All statutes of the senate shall have the common seal of the university affixed thereto and they shall be binding in accordance with the true intent and meaning thereof.

**30.** By any such statute power may be given to any committee, officers or persons to make such regulations for better carrying out the provisions or object of any statute of the university in the manner and to the extent therein prescribed.

**31.** The senate may from time to time affiliate any incorporated college or colleges with the university on being satisfied that such college is in operation and possessed of the requisite buildings and a sufficient staff of professors and other teaching officers to affiliate.

**32.** Any college affiliated with the university under this Ordinance may be removed from such affiliation by statute of the senate of the university.

#### MEETINGS AND PROCEEDINGS OF CONVOCATION.

**33.** The regular annual meeting of convocation shall be held on the third Tuesday in May and convocation may hold other meetings at such time and place as it may decide by resolution.

**34.** Convocation shall also meet at the call of the senate.

**35.** The chairman of convocation shall call an extraordinary meeting of convocation on requisition of ten members but such requisition shall state the object or objects of the meeting to be called and no matter shall be discussed at such extraordinary meeting except the matter or matters for which it was convened.

**36.** At least twenty days' notice of every special meeting of convocation shall be given in writing to each member whose address is known and the object or objects of such meeting shall be clearly stated in such notice.

**37.** The officers of convocation shall be a chairman, a secretary and an executive committee consisting of five members, all of whom shall be elected annually in such manner as convocation shall determine.

**38.** Convocation shall have power to make such rules, bylaws and regulations as it may consider requisite for conducting its business and proceedings.

**39.** Convocation shall have the power of fixing a fee to be paid by its members to defray the necessary expenses of convocation.

#### REGISTRAR.

**40.** The registrar of the university shall be appointed by the senate and it shall be his duty to keep all necessary records and accounts and to perform such other duties as may be required of him by the senate.



## FACULTIES.

**41.** There shall be in the university such faculties as the senate may by statute determine.

## ENDOWMENTS.

**42.** Any person or corporation may with the approval of the senate found one or more professorships, lectureships, fellowships, scholarships, exhibitions, prizes or other rewards in the university by providing a sufficient endowment in land or other property and conveying the same to the corporation of the university for such purposes and every such endowment of lands or other property shall be vested in the corporation of the university for the purpose or purposes for which it was given.

**43.** The university shall be strictly nonsectarian in principle and no religious dogma or creed shall be taught and no religious test required of any student or other person.

**44.** The senate shall make full provision for the education of women in the university in such manner as it shall deem most fitting, provided, however, that no woman shall by reason of her sex be deprived of any advantage or privilege accorded to male students of the university.

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SCHEDULE.

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FORM OF VOTING PAPER.

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Election 19 .

I, \_\_\_\_\_ resident at \_\_\_\_\_  
in the \_\_\_\_\_ do hereby  
declare :

1. That I am a member of convocation of the university of \_\_\_\_\_
2. That the signature affixed hereto is in my proper handwriting.
3. That I have not at this election signed any other voting paper as a member of convocation.
4. That I vote for the following person to be chancellor of the said university:

of

5. That I vote for the following persons to be members of the senate of the said university :

of

of

etc.

Witness my hand this

day of

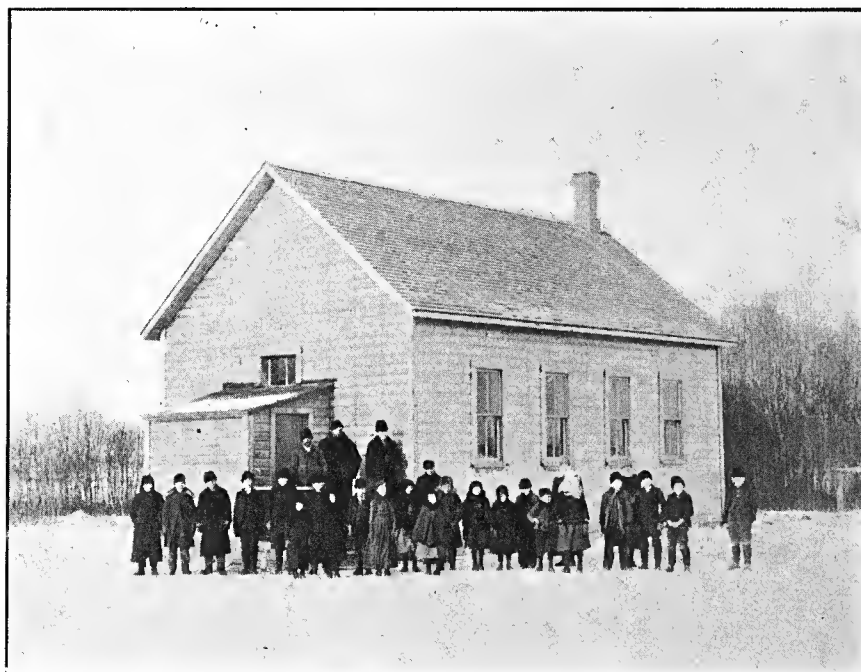
19 .

## APPENDIX J.

## TOWN DISTRICTS, 1903.

*Public Schools.*

No.	Name of district	Departments	Principal	Certificate	Salary	Enrolment
1	Moose Jaw .....	10	J. W. Sifton, B.A. ....	1	\$1,000	539
2	Qu'Appelle .....	4	C. C. Stewart .....	1	800	266
3	Prince Albert .....	7	Chas. Nivins, B.A. ....	1	1,000	379
4	Regina .....	10	Wm. J. Elder, B.A. ....	1	1,000	550
7	Edmonton .....	16	Wm. Rea, B.A. ....	1	1,200	887
10	Prince Albert East, ....	2	B. W. Wallace .....	1	800	96
11	Wapella .....	3	J. W. Smith .....	1	725	158
12	Moosomin .....	7	C. H. Lee, B.A. ....	1	1,100	356
13	Saskatoon .....	3	Frank Holmes .....	1	675	211
19	Calgary .....	18	H. A. Sinnott .....	1	1,400	1099
25	Wolseley .....	3	A. Branion .....	1	810	144
47	Macleod .....	4	A. E. Torrie .....	1	1,200	198
49	Indian Head .....	4	J. A. Findlay .....	1	750	279
51	Lethbridge .....	7	Jas. McCaig, B.A. ....	1	1,200	381
57	Whitewood .....	3	A. J. Mather, B.A. ....	1	800	136
76	Medicine Hat .....	10	J. W. Brown, B.A. ....	1	1,200	528
80	Maple Creek .....	2	C. E. Brown, B.A. ....	1	800	146
104	Red Deer .....	4	F. S. Simpson, B.A. ....	1	900	234
159	Yorkton .....	5	D. Burke .....	1	800	279
210	Innisfail .....	2	A. A. Merritt .....	1	666	165
216	Strathcona .....	9	D. S. McKenzie .....	1	1,200	556
243	Nelson (Lacombe) .....	4	N. E. Carruthers .....	1	720	253
264	Wetaskiwin .....	5	P. H. Thibaudeau .....	1	720	357
457	Cardston .....	4	C. E. Cameron .....	1	750	385
474	Rosthern .....	3	A. B. Mann, B.A. ....	1	800	246
512	Weyburn .....	3	E. A. Chappell .....	1	704	160
637	Arcola .....	2	Miss M. M. Campbell ..	1	600	119
700	Raymond .....	5	Miss. E. H. Middlemiss	2	720	437



RURAL SCHOOL, BERGTHAL S. D., SASK.  
(The first and second buildings erected in a Mennonite settlement near Rosthern.)



TOWN DISTRICTS 1903—*Continued.**Roman Catholic Separate Schools.*

No.	Name of district	Departments	Principal	Certificate	Salary	Enrolment
1	Lacombe (Calgary) . . . .	5	Rev. Sr. M. Greene, B.A.	1	\$500	262
6	Prince Albert . . . . .	2	Miss M. M. McKinley . .	1	600	125
7	St. Joachim (Edmonton)	4	Rev. Sr. Quigley, F.C.J.	1	700	258
8	Holy Cross (Macleod) . .	1	Miss Agnes Stapleton .	2	550	48
9	Lethbridge . . . . .	3	Rev. Sr. McCormack, F.C.J. . . . .	1	700	225
12	St. Anthony (Strathcona)	1	Rev. Sr. Ambrose . . . .	2	600	60
13	Graton (Regina) . . . . .	2	L. L. Kramer . . . . .	2	660	199
15	Sacred Heart (Wet'kiwin)	1	Jas. Quinlan . . . . .	2	720	50

## DEPARTMENT OF EDUCATION

ATTENDANCE in Town and City Districts.—Public Schools.

No.	Name of District	Enrolled				Average attendance				Percentage of attendance			
		1900	1901	1902	1903	1900	1901	1902	1903	1900	1901	1902	1903
1	Moose Jaw.....	405	453	466	539	249.00	260.90	240.32	305.19	61.48	57.59	53.71	56.62
2	Qu'Appelle.....	187	190	202	266	104.20	104.56	112.44	130.65	55.72	55.03	55.66	49.11
3	Prince Albert.....	330	320	341	379	192.90	187.66	171.86	185.91	58.45	58.64	50.40	49.05
4	Regina.....	364	399	486	550	232.80	250.55	234.69	268.82	63.95	62.79	48.29	48.87
7	Edmonton.....	439	498	577	887	245.80	264.45	314.33	475.68	55.99	53.10	54.47	53.62
10	Prince Albert East....	89	99	89	96	55.10	58.18	54.18	48.99	61.91	58.77	60.87	51.03
12	Moosomin.....	312	305	330	356	175.40	180.32	195.05	194.53	56.21	59.12	59.10	54.64
25	Wolsely.....	152	138	142	144	84.60	79.09	61.20	81.18	55.65	57.23	43.09	56.30
47	Macleod.....	165	173	193	198	95.00	93.05	123.70	133.62	57.57	53.84	64.09	67.48
49	Indian Head.....	218	233	241	279	113.10	123.21	133.22	134.36	51.88	52.88	55.27	48.15
51	Lethbridge.....	341	362	389	381	176.50	199.24	221.74	207.03	51.76	55.04	57.00	54.34
57	Whitewood.....	155	135	148	136	71.40	76.83	81.93	87.62	46.06	42.47	46.66	53.88
104	Red Deer.....	113	126	165	234	39.20	53.52	76.98	126.10	34.69	42.47	46.66	53.88
19	Calgary.....	739	825	971	1,099	406.70	446.88	528.66	600.00	55.03	54.16	54.44	54.59
76	Medicine Hat.....	405	443	458	528	241.00	277.09	269.56	288.91	59.50	62.52	58.85	54.72
159	Yorkton.....	193	205	265	279	105.40	118.26	130.91	137.53	54.61	57.68	49.40	49.29
216	Strathcona.....	395	452	494	556	198.00	243.50	261.77	289.86	50.12	53.87	52.97	52.11
457	Cardston.....	303	336	352	385	100.00	128.09	130.08	156.74	33.00	38.12	42.63	40.71
243	Nelson (Lacombe)....	...	...	222	253	...	...	102.36	124.28	...	...	46.11	49.09
264	Wetaskiwin.....	...	...	285	357	...	...	109.64	173.13	...	...	38.47	48.49
11	Wapella.....	...	...	...	158	...	...	...	81.40	...	...	...	51.51
13	Saskatoon.....	...	...	...	211	...	...	...	83.93	...	...	...	39.77
80	Maple Creek.....	...	...	...	146	...	...	...	64.43	...	...	...	44.13
210	Innisfail.....	...	...	...	165	...	...	...	76.80	...	...	...	46.54
474	Rosthern.....	...	...	...	246	...	...	...	103.44	...	...	...	42.04
512	Weyburn.....	...	...	...	160	...	...	...	66.17	...	...	...	41.36
637	Arcola.....	...	...	...	119	...	...	...	52.30	...	...	...	43.95
700	Raymond.....	...	...	...	437	...	...	...	162.46	...	...	...	31.17
	Totals.....	5,305	5,692	6,816	9,544	2,886.10	3,145.29	3,584.62	4,841.06	...	...	...	...

*Separate Schools.*

1 Lacombe (Calgary) . . .	228	249	263	262	115.20	132.21	135.17	149.35	50.52	53.05	51.39	57.00
6 Prince Albert . . . . .	94	128	115	125	44.00	56.41	60.76	54.17	46.81	44.07	52.83	43.33
7 St. Joachim . . . . .	213	191	193	258	98.00	92.51	113.62	136.58	45.91	48.43	58.87	49.06
8 Holy Cross . . . . .	57	51	57	48	20.80	24.14	29.26	21.67	36.49	47.33	51.33	44.22
9 Lethbridge . . . . .	197	162	194	225	88.00	96.78	104.73	114.46	44.65	59.74	53.98	50.87
12 St. Anthony . . . . .	91	82	74	60	38.40	37.09	37.24	28.56	42.20	45.23	50.32	47.60
13 Graton . . . . .	113	130	144	189	51.50	61.26	71.06	78.08	45.75	47.12	49.34	39.25
15 Sacred Heart . . . . .	...	...	52	50	.....	.....	24.66	28.62	...	...	47.42	57.24
Totals . . . . .	993	993	1,092	1,227	455.90	500.40	576.50	601.49	...	...	...	...
Grand total . . . . .	6,298	6,685	7,908	10,771	3,342.00	3,645.69	4,161.12	5,442.53	...	...	...	...

## APPENDIX K.

## SCHOOL DISTRICTS ERECTED, 1903.

*Assiniboia.*

NAME	No.	Date of erection	General location		Secretary
			Tp.	Rg. M.	
Postville . . . . .	776	Jan. 13..	17	26	2 E. S. Heath, Moose Jaw
Burnsdale . . . . .	777	Jan. 13..	13	14	2 D. K. McLeod, Indian Head
Gros Ventre . . . . .	783	Jan. 13..	9	4	4 Thos. Bell, Medicine Hat
Hay Creek . . . . .	785	Jan. 24..	10	25	3 H. W. Peacock, Maple Creek
Roseview . . . . .	795	Feb. 11..	4	6	2 H. Breeze, Roseview
Berry Centre . . . . .	796	Feb. 11..	10	3	4 Jas. Crawford, Irvine
Armstrong . . . . .	797	Feb. 13..	25	2	2 J. A. Cherry, Yorkton
Mizpah . . . . .	798	Feb. 13..	3	8	2 J. Gimblett, Estevan
Rockland . . . . .	800	Mar. 6..	4	4	2 Chas. Byers, Alameda
Poplar . . . . .	801	Mar. 6..	1, 2	1	2 E. E. Duncan, Glen Ewen
Sumner . . . . .	804	Mar. 6..	19, 20	1	2 A. Ford, Kaposvar
Clova . . . . .	806	Mar. 6..	24, 25	30	1 J. L. Anderson, Castleavery
Llewelyn . . . . .	807	Mar. 6..	21, 22	3	2 D. G. Davies, Perley
Frobisher . . . . .	810	Mar. 12..	3	4	2 J. S. Riddell, Frobisher
Halbrite . . . . .	813	Mar. 30..	6, 7	12	2 E. S. Conant, Halbrite
Baynes . . . . .	815	Mar. 30..	14	3	2 H. Hanson, Whitewood
Neardale . . . . .	817	Apr. 7..	15, 16	19	2 Thos. Rogers, Regina
Norland . . . . .	819	Mar. 30..	11	19	2 J. M. Lamb, Milestone
Roseleigh . . . . .	820	Mar. 30..	4	5	2 W. H. Steppler, Alameda
St. Francisus . . . . .	822	Mar. 21..	16, 17	15	2 W. Wagman, Bulyea
Wolf Hills . . . . .	823	Apr. 4..	15, 16	8	2 A. F. Fotheringham, Grenfell
Edelane . . . . .	824	Apr. 8..	23, 24	22	2 F. Hey, Strasburg
Morrisview . . . . .	827	Apr. 24..	6, 7	6	2 G. R. Duff, Arcola
Lebright . . . . .	829	Apr. 24..	26, 27	1	2 D. Walsh, Mulock
Walton . . . . .	830	Apr. 24..	7, 8	8	2 F. L. Todd, New Hope
Rosebank . . . . .	832	Apr. 24..	4, 5	32	1 J. A. Watts, Carnduff
Grand Prairie . . . . .	833	Apr. 24..	19	28	2 E. Wright, Caron
Sarawak . . . . .	834	May 4..	16	23	2 J. H. Brothers, Drinkwater
Beresina . . . . .	835	May 4..	23, 24	32	1 G. Birch, Beresina
Holbrook . . . . .	844	May 21..	5	3	2 A. J. Wallace, Douglaston
Hayward . . . . .	845	May 21..	22, 23	14	2 Jos. Atkinson, Hayward
Allindale . . . . .	846	June 2..	17, 18	11	2 Wm. Chew, Jr., Wolseley
Vernon . . . . .	848	June 4..	19	15	2 A. G. Rawlinson, S. Qu'Ap'le
Whoosier . . . . .	849	June 4..	31, 32	4	3 D. J. Shults, Dundurn
Maitland . . . . .	858	June 17..	8, 9	6	2 Jas. Maitland, Percy
Riverview . . . . .	862	June 29..	6, 7	15	2 J. McMannis, Weyburn
St. Thomas . . . . .	865	July 4..	5	32	1 L. A. Paradis, Carievale



## SCHOOL DISTRICTS ERECTED, 1903.

*Assiniboia—Continued.*

NAME	No.	Date of erection	General location			Secretary
			Tp.	Rg.	M.	
May Flower ...	866	July 4..	3, 4	3	2	J. W. McNeil, Alameda
Loon Creek....	868	July 9..	21, 22	17	2	John Scott, Loon Creek
Hunt .....	872	July 23..	13, 14	21	2	N. S. Hunt, Rouleau
Rose Park ....	876	July 30..	17	22	2	Robt. Roe, Grand Coulee
Winterbourn ..	877	July 31..	7, 8	1	2	J. Smith, Manor
Long Creek....	883	Aug. 22..	13	23	2	B. Bonen, Rouleau
St. Edward ....	884	Aug. 29..	5, 6	31	1	T. Bertrand, St. Antoine
Braeside .....	886	Aug. 29..	7, 8	30	1	Jas. Rutherford, Antler
High Ridge....	887	Sept. 8..	12	4	2	F. D. Edwards, Fletwode
Davidson.....	888	Sept. 8..	26, 27	1	3	F. C. Whitelock, Davidson
DeVille .....	889	Sept. 12..	7	12	2	R. Nisbet, Halbrite
Craik.....	891	Sept. 14..	24	28	2	Chas. Hill, Craik
Irvine .....	892	Sept. 17..	11, 12	3	4	D. Waldner, Irvine
Excel .....	894	Sept. 28..	19, 20	3	2	T. E. Rydberg, Ohlen
Bienfait.....	897	Sept. 30..	2, 3	7	2	A. M. Ellis, Estevan
Hutton .....	899	Oct. 7..	8, 9	32	1	David Hutton, Redvers
Macoun .....	901	Oct. 7..	4	10	2	H. H. Tucker, Macoun
Graytown .....	906	Oct. 19..	12	8	2	R. Johnson, Percy, Assa.
Midale .....	908	Oct. 23..	5	11	2	O. Wedin, Halbrite
Goehring.....	910	Oct. 23..	22, 23	31	1	L. Goehring, Langenburg
Mount Crescent	911	Oct. 29..	18	10	2	A. A. Perley, Wolseley
Sunny Dale....	921	Nov. 12..	11	16	2	N. McDougall, Yellow Grass
Waler .....	922	Nov. 12..	34	5	2	Wm. Paterson, Tetlock
Unity .....	927	Dec. 9..	35	4	3	R. C. DuBois, Dundurn
Cote .....	928	Dec. 9..	5	7	2	O. Keating, Estevan
Fillmore .....	929	Dec. 9..	11	11	2	H. Golding, Wolseley
Model .....	931	Dec. 9..	11	2	2	Geo. Kievell, High View
Northfield ....	932	Dec. 9..	17	31	1	L. Leadbetter, Rocanville
Hanley .....	934	Dec. 9..	31	4	3	R. W. Oxley, Hanley
Quill Plains....	936	Dec. 23..	36	16	2	A. E. Jones, Fishing Lake
Rock Lake ....	938	Dec. 30..	10	9	2	G. Moore, New Hope
Cayuga .....	940	Dec. 30..	4	30	1	O. S. Kinsely, Gainsboro
Crystal .....	942	Dec. 30..	6	5	2	A. Fieber, Willocks

*Alberta.*

Vermillion ....	778	Jan. 12..	52	15	4	Geo. W. Abbott, Vegreville
New Berghthal..	779	Jan. 13..	30	28	4	H. L. Reimer, Didsbury
Mowers .....	780	Jan. 13..	32	1	5	Wm. Hares, Olds
Perry .....	782	Jan. 13..	42	22	4	J. Wilcox, Lamerton
Harrison .....	784	Jan. 13..	32	3	5	O. O. Taylor, Harmattan
Oklahoma .....	786	Jan. 26..	35	2	5	J. W. May, Innisfail
Lille .....	787	Jan. 29..	8	3	5	J. J. Fleutot, Frank
Rose Bush .....	789	Jan. 29..	43	19	4	C. J. Hanson, Edberg
Ferry Point ...	790	Jan. 26..	44	18	4	C. J. Erickson, Edberg

## SCHOOL DISTRICTS ERECTED, 1903.

*Alberta—Continued.*

NAME	No.	Date of erection	General location			Secretary
			Tp.	Rg.	M.	
Centreville . . . .	791	Feb. 11 . .	38	2	5	W. J. Dixon, Solhemia
Roselawn . . . . .	792	Feb. 11 . .	10	26	4	J. G. Vosburg, Macleod
Porcupine Hills	793	Feb. 11 . .	9	29	4	J. W. Smith, Macleod
Delaware . . . . .	794	Feb. 11 . .	24	28	4	Robt. Brown, Calgary
Amisk Creek . . .	799	Mar. 5 . .	50	18	4	L. Bolton, Tofield
Albury . . . . .	805	Mar. 6 . .	44	19	4	R. S. Fox, Heather Brae
St. Leo . . . . .	808	Mar. 6 . .	43, 44	16	4	Wm. Lowe, Heather Brae
Big Bend . . . . .	809	Mar. 12 . .	36	1	5	Dennis Sullivan, Innisfail
Clover Mount . . .	811	Mar. 13 . .	31	2	5	A. Witmer, Didsbury
Poplar Creek . . .	812	Mar. 13 . .	32	27	4	C. W. Weiler, Olds
Great Bend . . . .	814	Aug. 25 . .	38, 39	23	4	L. M. Doughty, Red Deer
Highlow . . . . .	816	Mar. 30 . .	52	14	4	M. McCusker, Vegreville
Pigeon Creek . . .	818	Mar. 30 . .	44, 45	27	4	S. J. Lanning, Chesterwold
Sollmann . . . . .	821	Apr. 28 . .	53, 54	19	4	A. P. Clemenson, Ross Cr'k
Provo . . . . .	825	Apr. 9 . .	6	21	4	E. Bullock, Raymond
Lincoln . . . . .	826	Apr. 24 . .	41	28	4	O. J. Johnson, Lacombe
Burnside . . . . .	828	Apr. 24 . .	31	27	4	H. E. Lyons, Neapolis
Vienna . . . . .	831	Apr. 24 . .	56, 57	18	4	H. Belcher, Wostok
Prairie Grove . . .	836	May 6 . .	40	18	4	E. Kulp, Red Willow
Longridge . . . . .	837	May 6 . .	49	15	4	H. C. Norlie, Vegreville
Firtle . . . . .	838	May 13 . .	45	17	4	L. H. Lewis, Heather Brae
Athabasca L'd'g	839	May 13 . .	62	5	5	W. Rennison, Athab'ca L'd'g
Utopia . . . . .	840	Apr. 24 . .	4, 5	28	4	Mrs. C. G. Thomas, Fishburn
Lake Demay . . . .	841	May 21 . .	47, 48	18	4	O. S. Franson, Duhamel
Meeting Creek . . .	842	May 21 . .	43	20	4	J. E. Erickson, Edberg
Hampton . . . . .	843	May 21 . .	46, 47	19	4	A. C. Rudd, Duhamel
Legal . . . . .	847	June 4 . .	57, 58	24	4	B. Bouchard, Legal
Beaupre . . . . .	850	June 4 . .	55	2	5	W. C. Turnbull, Edmonton
Severn Creek . . .	852	June 9 . .	27	22	4	F. C. Vigar, Gleichen
Lyseng . . . . .	854	June 9 . .	47	20	4	O. T. Wilson, Bittern Lake
Dry Creek . . . . .	855	June 11 . .	26, 27	1	5	W. Northcott, Calgary
Jarvis Bay . . . . .	856	June 13 . .	41	21	4	Geo. Smith, Lamerton
Cut Bank . . . . .	857	June 17 . .	11	27	4	F. Kellicut, Cut Bank
Little Bow . . . . .	861	June 29 . .	18	28	4	H. J. Gardner, High River
Chippman Creek	863	June 29 . .	5, 6	29	4	J. Freebairn, Fincher Creek
Nuttborough . . . .	870	June 14 . .	52	13	4	R. Dinwoodie, Vegreville
Acme . . . . .	874	July 29 . .	46	18	4	E. T. Sabby, Heather Brae
Monte Vista . . . .	875	July 30 . .	43	2	5	G. L. Headley, Bentley
Robert Kerr . . . .	878	Aug. 11 . .	5	29	4	P. A. Carnell, Fishburn
Willow Park . . . .	880	Aug. 14 . .	40, 41	17	4	B. W. Averill, Lacombe
Holborn . . . . .	881	Aug. 14 . .	50, 51	1	5	J. E. Meisner, Stony Plain
Pipestone . . . . .	882	Aug. 14 . .	47	27	4	H. L. Dickens, Millet
Finland . . . . .	885	Aug. 29 . .	38, 39	1	5	H. C. Weber, Red Deer
Adams . . . . .	890	Sept. 14 . .	50	15	4	P. P. Kjosness, Vegreville
Imperial . . . . .	893	Sept. 28 . .	51	14	4	F. C. Websdale, Vegreville

## SCHOOL DISTRICTS ERECTED, 1903.

*Alberta—Continued.*

NAME	No.	Date of erection	General location			Secretary
			Tp.	Rg.	M.	
Tan-y-Bryn . . .	907	Oct. 23..	29	1	5	B. P. Wonsmos, Carstairs
Millner . . . . .	909	Oct. 23..	34	26	4	J. H. McArthur, Innisfail
Montrose . . . . .	913	Nov. 6..	44	17	4	W. C. Pierce, Heather Brae
Airdrie . . . . .	918	Nov. 12..	27	1	5	R. S. Hawkey, Airdrie
Steadman . . . . .	924	Nov. 27..	34	27	4	J. Steadman, Knee Hill Vly.
Thronson . . . . .	925	Nov. 27..	48	20	4	A. A. Johnson, Bittern Lake
Salberg . . . . .	926	Nov. 27..	50	18	4	M. Solberg, Northern
Carritt . . . . .	930	Dec. 9..	40	1	5	F. C. Carritt, Bentley
Tabor . . . . .	933	Dec. 9..	10	17	4	W. F. Russell, Tabor
Lake Shore . . .	937	Dec. 22..	51	19	4	J. C. Phillips, Tofield
Spring Ridge . .	939	Dec. 30..	6	27	4	E. Douthfield, Pincher Ck.
Grand View . . .	941	Dec. 30..	47	26	4	C. H. Suddaby, Millet

*Saskatchewan.*

Lone Star . . . . .	781	Jan. 13..	35	3	3	D. N. Hunter, Nutana
Naisberry . . . . .	788	Jan. 29..	45	18	2	T. H. Cockrell, Melfort
Norden . . . . .	802	Mar. 6..	46, 47	21	2	R. C. Breiman, Kinistino
Viking . . . . .	803	Mar. 6..	47	21	2	C. L. Larson, Glen Mary
Ridge . . . . .	851	June 13..	47	28	2	O. E. Hughes, Kirkpatrick
Marion . . . . .	853	June 9..	40	6	3	A. P. Dickman, Lake Park
Altona . . . . .	859	June 24..	39	5	3	J. J. Boldt, Osler
Richmond . . . . .	860	June 24..	40	6	3	P. J. Friesen, Lake Park
Vandal . . . . .	867	July 4..	41, 42a	1	3	Jno. Fidler, Alvena
Nutana . . . . .	869	July 14..	37	5	3	W. P. Bates, Saskatoon
La Plaine . . . . .	871	July 18..	43	2	3	R. Barre, Duck Lake
Eigenfeld . . . . .	873	July 29..	42	4	3	P. Fisher, Rosthern
Birson . . . . .	879	Aug. 11..	48, 49	24	2	Jos. Sinkiewicz, Birson
Laurel . . . . .	895	Sept. 28..	36	8	3	S. A. Coates, Saskatoon
Parkview . . . . .	896	Sept. 28..	49	3	3	C. J. Eubanks, Shellbrook
Crystal Plains . .	898	Sept. 30..	50	2	3	G. H. Miller, Shellbrook
Douglas Plain . .	900	Oct. 7..	35	9	3	J. Gregory, Saskatoon
Boylston . . . . .	902	Oct. 13..	36	7	3	D. Adair, Saskatoon
Nolin . . . . .	903	Oct. 9..	44, 45	17	3	J. G. Walker, Battleford
Brownell . . . . .	904	Oct. 19..	37	5	3	S. G. Lawson, Saskatoon
Wurzburg . . . . .	905	Oct. 19..	38	6	3	Paul Dekker, Saskatoon
Lynne . . . . .	912	Nov. 6..	38	8	3	Wm. Chapell, Park
Krumplemann . .	914	Nov. 6..	36	7	3	W. L. Davidson, Saskatoon
Garfield . . . . .	915	Nov. 6..	38	7	3	J. Perkins, Saskatoon
Lucile . . . . .	916	Nov. 6..	45	15	2	W. Howe, Star City
Twin Lakes . . .	917	Nov. 6..	41	10	3	W. Cottrell, Saskatoon
Dreyer . . . . .	919	Nov. 12..	37	11	3	A. D. Dreyer, Saskatoon
Windermere . . .	920	Nov. 12..	47	23	2	J. G. Hornsby, Coxby
Grand Plains . .	923	Nov. 27..	34	8	3	Wm. Bentley, Saskatoon
St. Aloisius . . .	935	Dec. 23..	40	25	2	Jos. Hanacek, Rosthern

## APPENDIX L.

## EXAMINATIONS, 1903.

## STANDARD V.

*Literature.**Time—Two and one-half hours.*

## A.

Then they came in ; but when the boy beheld  
 His mother he cried out to come to her ;  
 And Allan set him down, and Mary said,  
 "O Father !—if you will let me call you so—  
 I never came a-begging for myself, 5  
 Or William, or this child ; but now I come  
 For Dora ; take her back ; she loves you well.  
 O, Sir, when William died he died at peace  
 With all men ; for I asked him, and he said  
 He could not ever rue his marrying me— 10  
 I had been a patient wife ; but, Sir, he said  
 That he was wrong to cross his father thus :  
 'God bless him !' he said, 'And may he never know  
 The troubles I have gone thro' !' Then he turn'd  
 His face and pass'd—unhappy that I am ! 15  
 But now, Sir, let me have my boy, for you  
 Will make him hard and he will learn to slight  
 His father's memory, and take Dora back,  
 And let all this be as it was before."  
 So Mary said and Dora hid her face 20  
 By Mary. There was silence in the room  
 And all at once the old man burst in sobs :  
 "I have been to blame—to blame. I have kill'd my son ;  
 I have killed him—but I loved him—my dear son.  
 May God forgive me !—I have been to blame. 25  
 Kiss me, my children." Then they clung about  
 The old man's neck and kiss'd him many times.

1. Give your reasons for Allan's unkind treatment of Dora. Point out lines in this selection that justify any of these reasons.
2. What are the main points that Mary makes in her plea for Dora?
3. "And Allan set him down." Why is nothing said of what the boy does while Mary is speaking?

4. Compare the rhythm of ll. 4-6 with that of ll. 23-25. Account for any difference you may notice.

5. What is the effect of the repetition in ll. 23-25?

6. In "The Vision of Sir Launfal" describe the difference between the feelings and surroundings of the knight on his departure, and those on his return.

7. In what respects does the character of Sir Launfal resemble that of King Robert of Sicily?

#### B.

In the afternoon they came unto a land  
 In which it seemed always afternoon.  
 All round the coast the languid air did swoon  
 Breathing like one that hath a weary dream.  
 Full-faced above the valley stood the moon,  
 And like a downward smoke the slender stream  
 Along the cliff to fall and pause and fall did seem.

1. Show the relation between the thought in these lines and that of the selection (in your reader) from which they are taken.

2. Show the suitability of: "always afternoon," "languid," "swoon," "stood," "like a downward smoke," "to fall and pause and fall."

3. Describe the land of the lotos-eaters as the mariners saw it.

4. Show the use and suitability of the figures in ll. 3-4, and in l. 6.

5. Select the line which in your opinion has most melody. Show why it is pleasing.

#### C.

1. State in what connection the following passages occur in the poems from which they are taken:

- (a) Men have no faith in fine spun sentiment  
 Who put their trust in bullocks and in bees.
- (b) Take warning! he that will not sing  
 While yon sun prospers in the blue  
 Shall sing for want ere leaves are new,  
 Caught in the frozen palms of spring.
- (c) The little birds sang as it were  
 The one day of summer in all the year.  
 And the very leaves seemed to sing on the trees.

2. Complete one of the following:

- (a) The leper raised not the gold from the dust  
 "Better to me....."
- (b) So live that when the summons comes to join  
 .....



3. But alas! on a day that to Johnny was sad,  
 A newspaper notice he read,  
 "Lost! a dog—limped a little, and also he had  
 A spot on the top of his head.  
 Whoever returns him to me may believe  
 A fair compensation he'll surely receive."

(a) Making any necessary additions write a suitable newspaper notice based on the information contained in the above lines. Use the name John Smith, Virden, Man.

(b) Write John Smith's letter to the newspaper, enclosing one dollar in payment of the above notice.

4. Write a paragraph that shall be an expansion of the thought contained in one of the following sentences:

(a) There was every evidence of an approaching storm.

(b) Many birds both in form and structure, are marvellously adapted to their modes of life.

5. Write about thirty lines on any one of the following topics:

(a) The appearance, habits, and mode of life of the prairie chicken.

(b) Harvest time in Assiniboia.

(c) The flood of last summer.

(d) Life on a cattle ranch.

6. "The dark gray and yellowish brown dry grass and stubble of the meadow-bottom were exactly copied in the colour of the half-fledged young. More than that, they hugged the nest so closely and formed such a compact mass that though there were five of them they preserved the unit of expression; no single head or form was defined—they were one, and that one was without shape or colour, and not separable except by the closest scrutiny from the one of the meadow-bottom."

(a) Write in a sentence the subject of the above.

(b) Paraphrase the portion following the semi-colon.

7. Write three paragraphs upon *one* of the following topics:—"The return of Rip Van Winkle" "The work of Sir Guy Carleton." "The formation and characteristics of plains." "The life story of the bean."

---

*Grammar.*

*Time—Two hours.*

1. Write an example of each of the following, underscoring the phrase or clause in each case:

(a) A simple sentence with the predicate modified by a phrase, and with the object modified by a phrase.

(b) A complex sentence with a noun clause used as the object of the verb.

(c) A simple sentence with the subject modified by a participle phrase.

- (d) A complex sentence with the subject modified by a clause.
  - (e) A sentence containing an absolute subjective.
2. Write brief sentences, one for each word, using:
- (a) The corresponding possessive form of *conscience*, *James*, *them*, *children*, *I*.
  - (b) The plural form of *genius*, *Master Smith*, *beef*, *parenthesis*, *stratum*.
  - (c) The corresponding gender form of *beau*, *spinster*, *sir*, *countess*, *stag*.
3. Distinguish between the use of the conjunctive pronouns *that*, *who* and *which*. Illustrate by examples.
4. "It is the use of a word in a sentence that determines what part of speech it is." Explain the quotation and illustrate by using the following words in sentences: *round*, *strike*, *only*, *by*, *like*.
5. Parse the verbs or verb-phrases in the following sentences:
- (a) I have done the deed. Did'st thou hear a noise?
  - (b) I shall be drowned if none will save me.
  - (c) Wealth may seek us, but wisdom must be sought.
6. Some words ending in *ing* are adjectives; others, participles; others, prepositions; others, nouns. Write sentences in illustration. State the part of speech in each case.
7. Give clearly the meaning of the following, and in each case parse the word *only*: She cared for her sister only. She cared for her only sister. She only cared for her sister. She cared only for her sister. Only she cared for her sister.
8. *Instead of* the great tree that used to shelter the quiet little Dutch inn of yore *there* was now reared a tall naked pole with something on the top that looked like a red night-cap, and from it *was fluttering* a flag on *which* was a singular *assemblage* of stars and stripes.
- (a) Analyse this sentence so as to show the kind and the relation of its clauses.
  - (b) Parse the italicised words.
  - (c) Explain and illustrate from the foregoing passage the grammatical terms: antecedent, case, relative pronoun, preposition, conjunction.

### Spelling and Orthoepey.

*Time—One hour.*

1. Write the passage dictated by the presiding examiner: (New Canadian Reader, Book V, page 300, "The Brook," from "So Lawrence Aylmer" down to "That is my name.")

NOTE.—*This is not to be seen by the candidates. It is to be read to them three times, the first time to enable them to gather the meaning; the second time to enable them to write the words; the third time for review. Candidates are not permitted to rewrite the passage.*



2. Mark the accent of the following words: adult, imbecile, recess, robust, subjected, intrepid, aborigines, epitome, Yosemite, abdomen.

3. Mark the accent of the following verbs: frequent, contest, inundate, prefix, harass.

4. Distinguish between the abbreviation and contraction of words and give three examples of each.

5. Form two derivatives from each of the following primitives by using suffixes, and give the force of the suffix in each case,—*duck*, *water*, *man*, *blood*, *faith*.

6. By means of sentences show clearly the difference in meaning of the following words:—presence, presents; licence, license; ere, e'er; pity, sorrow; between, among.

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### *Geography.*

*Time—Two hours.*

1. Draw an outline map of Australia showing (a) the position of the chief highlands, (b) the name and location of the three greatest commercial cities, (c) the principal forest, grazing and gold mining regions, (d) the position of the Tropic of Capricorn.

2. In what respect do the structure and position of Africa differ from those of (a) North America, (b) Europe, (c) Australia?

3. Using the headings, "appearance," "original home," and "mode of life," describe any two of the following: The brown race, the black race, the yellow race, the red race.

4. Indicate four great trade routes of the British Empire, and give a general idea of the nature of the trade over any one of them.

5. Make a drawing of the river basin and river system of the St. Lawrence. Indicate on your map the chief products, great commercial centres, and canals.

6. Locate and state the importance of each of the following: Aden, Nanaimo, Malta, Esquimaux, Gibraltar, Mocha, Phillipines, Manchester, Glasgow, Rio Janiero, Para, Fort Garry, New York, Chicago, Fort William.

7. Describe somewhat fully the western highland of North America, and show its influences upon the climate and industries of Canada.

8. (a) Name in order of area eight of the principal parts of the British Empire.

(b) Name the self-governing colonies.

(c) Briefly describe the system of government of any one of them.

*Arithmetic and Mensuration.**Time—Two and one-half hours.*

1. Add the numbers in the following groups vertically and horizontally and their sums in the same manner.

(a)	(b)	(c)	
4,987	6,486	5,843	
6,539	9,737	2,497	
7,846	5,789	8,466	
8,997	6,948	5,789	
6,873	8,769	6,543	
—	—	—	—
—	—	—	—

2 (a) Distinguish decimal and vulgar fractions. Illustrate by examples.

(b) Which of the following are decimal fractions? Why?—four-fifths,  $\frac{3}{100}$ , 2 $\frac{6}{10}$ ,  $\frac{7}{100}$ , .005.

(c) Divide the sum of four ten-thousandths, nine and one hundred and fifty-seven thousandths, and four and nine thousand and fifty-one ten-thousandths by eleven and seven twenty-eighths. (Use only decimals and show all your work.)

3. A miller purchased 9,340 lbs. of wheat at 54c a bushel; 7,272 lbs. of barley at 60c a bushel; 9,594 lbs. of oats at 17c a bushel. He ground all together and sold at 1 $\frac{1}{2}$ c a lb. Find his gain or loss per cent.

4. A borrowed from B \$27.50 for nine months, agreeing to pay interest at 8 per cent.

(a) Write the promissory negotiable note given by A.

(b) Find the value of this note: (1) three months before maturity, discount at 8 per cent.; (2) at maturity; (3) three months after maturity.

(c) By reference to this problem explain the meaning of the following terms: interest, discount, rate of interest, payee.

5. A, B and C form a partnership to conduct business for one year each contributing as follows:—A, \$960; B, \$1,500; C, 1,700. At the end of three months B puts in an additional \$600 but withdraws \$1,000 at the end of nine months. They agree to share gains and losses proportionately and to allow C 10 per cent. of the gains for managing the business. If their total gain is \$8,720 and the total loss is \$109, find A's net gain.

6. (a) Explain the meaning of the terms: commission merchant, f. o. b., insurance premium, trade discount, commission.

(b) A commission merchant sold 750 bushels of wheat at 67 $\frac{1}{2}$ c per bushel. What sum should he remit his employer if his commission is 2 $\frac{1}{2}$  per cent. and he pays freight and other expenses amounting to \$37.50?

8. (a) A field in the shape of an isosceles triangle has a perimeter of 180 rods and a base 80 rods. Find the cost of ploughing it at \$4 per acre.

(b) Find the perimeter and diagonal of a square field having the same area.

8. A barn has the following dimensions: length 60 feet, width 40 feet, height of side walls 18 feet, apex of roof from ground 33 feet. The roof projects  $1\frac{1}{2}$  feet all round.

(a) If lumber is worth \$25 per M., find the value of the inch lumber enclosing the building.

(b) If shingles are worth 80c a bunch and if 4 bunches are used to cover 120 square feet, what is the value of the shingles on the roof of the building?

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### *Geometry.*

*Time—Two and one-quarter hours.*

1. (a) Define point, line, surface, body. Give the dimensions of each.

(b) Classify lines, surfaces and bodies.

(c) How is the position of a straight line determined?

2. (a) What are parallel lines?

(b) Explain how you would draw lines parallel to a given straight line by using the triangle and ruler.

3. (a) Show how to divide a given straight line into any number of equal parts.

(b) Divide a given triangle into three equal parts and prove that your construction is correct.

4. (a) Explain the construction and use of the protractor.

(b) Upon what does the magnitude of an angle depend?

(c) Bisect a given angle, using the compass.

5. (a) Construct a triangle, having given the lengths of the three sides.

(b) What relation must exist with respect to the length of the three sides of a triangle?

(c) What hypotheses are necessary to prove the equality of two triangles?

6. (a) State the properties of parallelograms and prove any one of them.

(b) Prove that the diagonals of a rhombus are perpendicular to each other.

7. A stone dam is 20 ft. high, 34 ft wide at the bottom and 4 ft. wide at the top. The slant height on each side is the same. Draw to scale a cross section of the dam and find by measurement the slant height. What kind of a plane figure is the cross section?

8. The diameter of a circular reservoir is 64 yards. Around the reservoir a walk, one yard wide, is constructed and outside the walk a fence is built. Find the length of the fence and the area of the walk.

9. Two roads meet at an angle of  $60^\circ$ . A school house is 240 ft. from one road and 360 from the other. Locate the school.

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*British and Canadian History.*

*Time—Two hours.*

1. State briefly the effect upon England of (a) the invasion and settlement of the Danes, (b) the Norman Conquest.

2. Give a brief account of any *two* of the following:

(a) The Chartist Agitation.

(b) The Prosperity of England in the Tudor Period.

(c) Union of England and Scotland in 1707.

(d) Oliver Cromwell.

3. "Few English Kings were so unfit to rule as George III and few did as much injury to England at home and abroad." Explain fully.

4. Sketch briefly the events that led to the revolution of 1688 (James II's reign). What was the outcome of this revolution?

5. Give a short description of Royal Government in New France with special reference to its constitution, its system of land tenure and settlement.

6. (a) Who were the U.E. Loyalists? (b) Where did they settle in Canada, and under what conditions? (c) What effect had their presence in Canada upon the political institutions of the time?

7. State the difficulties that were experienced in bringing about a confederation of the provinces. Show clearly the benefits resulting from such a confederation.

8. Name three of the most important events in the history of Canada during the last twenty years. Give reasons for your selections.

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*Nature Study and Agriculture.*

*Time—Two hours.*

1. (a) Describe the work of leaves.

(b) To what organs of your own body may leaves be compared? Why?

(c) Why have leaves veins? Make drawings to illustrate three forms of venation.

2. (a) State generally the uses of roots.

- (b) Show by drawings the different classes of roots.
  - (c) Explain why the root of the turnip differs in form and size from that of the poplar tree.
3. From your examination of buds what have you discovered as to their position, time of growth, protection, and purpose?
4. (a) Name three troublesome weeds and tell how each may be recognised.
- (b) In the case of any two of them show how nature provides for the distribution of their seeds.
- (c) State the objections to weeds.
5. Write on *any two* of the following topics :
- (a) Protection of birds.
  - (b) The value of crop rotation.
  - (c) The care of farm machinery.
6. (a) What is the origin of soil?
- (b) Name its chief constituents.
- (c) Describe the appearance of the crop on a field that is in need of drainage.
7. Compare the stomachs of the horse and cow. What inference as to the quality and quantity of food required by each may be drawn?
8. Write notes on wheat-growing under the following headings: suitability of soil, preparation of soil, seeding, care while growing, threshing, marketing.
9. Describe the various stages in the process of butter-making.

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### Drawing.

*Time—One and one half hours.*

*Note—Drawing is to be freehand except in question 4. Each freehand drawing should be made from two to three inches high.*

1. Make a shaded drawing of a globe on its stand.  
*The presiding examiner will provide and suitably place one or more globes for this purpose.*
2. Draw in outline a group composed of a cylinder, a square prism, and a cone, showing the cone on its side.
3. Make a design for a border, using the scroll.
4. Draw the pattern of an ordinary letter envelope, the face of which is four inches and three quarters long by three inches and three quarters wide. Scale, half size.
5. Give sketches *either* of three different wild flowers *or* of the leaves of three different trees.
6. Sketch from memory *three* of the following: a wagon, a railway box-car, an elevator, a skate, a pair of scissors,

## STANDARD VI.

*Literature.**Time—Three hours.*

## A.

Our birth is but a sleep and a forgetting :  
 The Soul that rises with us, our life's Star,  
   Hath had elsewhere its setting,  
   And cometh from afar :  
     Not in entire forgetfulness, 5  
     And not in utter nakedness,  
 But trailing clouds of glory do we come  
   From God, who is our home :  
 Heaven lies about us in our infancy !  
 Shades of the prison-house begin to close 10  
   Upon the growing Boy,  
 But He beholds the light, and whence it flows  
   He sees it in his joy ;  
 The Youth, who daily farthier from the east  
   Must travel, still is Nature's Priest, 15  
   And by the vision splendid  
   Is on his way attended :  
 At length the Man perceives it die away,  
 And fade into the light of common day.

Earth fills her lap with pleasures of her own ; 20  
 Yearnings she hath in her own natural kind,  
 And even with something of a Mother's mind,  
   And no unworthy aim,  
   The homely nurse doth all she can  
 To make her Foster-child, her Inmate Man, 25  
   Forget the glories he hath known,  
 And that imperial palace whence he came.

1. Briefly state the thought of the stanza. Show its relation to the thought of the whole poem.
2. State the different ways in which the poet, in the above selection, contrasts this life with the previous state of existence.
3. How is l. 9 connected in thought with what precedes ?
4. Account for :
  - (a) The varying number of feet in the lines of this poem ;
  - (b) The use of capitals ;
  - (c) The exclamation point (l. 9).
5. Give fuller expression to the following, so as to show that you clearly understand their meaning in this poem :
  - (a) Our life's Star hath had elsewhere its setting (ll. 2 and 3).

- (b) Nature's Priest (l. 5).  
 (c) her Inmate Man (l. 25).

## B.

- (a) With sloping masts and dipping prow,  
 As who pursued with yell and blow  
 Still treads the shadow of his foe,  
 And forward bends his head,  
 The ship drove fast; loud roared the blast,  
 And southward aye we fled.
- (b) Nor dim, nor red, like God's own head,  
 The glorious Sun uprist.
- (c) And straight the Sun was flecked with bars,  
 As if through a dungeon-grate he peered  
 With broad and burning face.
- (d) Fear at my heart, as at a cup,  
 My life-blood seemed to sip.
- (e) The thick black cloud was cleft, and still  
 The moon was at its side:  
 Like waters shot from some high crag,  
 The lightning fell with never a jag,  
 A river steep and wide.

1. From the foregoing quotations select similies one of which is strong in aptness, one in beauty and one in truthfulness. Show in each case wherein the strength lies.

2. Develop the simile in (a).

3. Is the comparison in (b) irreverent? Explain. Quote other illustrations of similar language in the poem.

4.                   'Tis sweeter far to me,  
                       To walk together to the kirk  
                       With a goodly company!

How do you account for this attitude of the Ancient Mariner? Compare his feelings with those of Rhoecus after the latter's sin, and account as well as you can for the difference.

## C.

- (1)                   From the boy there came  
                       Feelings and *emanations*—things which were  
                       *Light to the sun and music to the wind.*
- (2) No *fidget* and no reformer, just,  
       *A calm observer of ought and must.*

- (3) I can but lift up hands unmeet  
 The *threshing floors of God* to beat,  
 And speed them with *unworthy prayers*.

- (a) Indicate the relation which each of the foregoing passages bears to the poem from which it is taken.  
 (b) Explain the italicised words in each.

2. Compare *Dora* and *Michael* as to (a) language, (b) moral purpose.

3. Using lines other than those found in the paper give a quotation (a) from Lowell and Shelley that will illustrate beauty of sound and rhythm, and (b) from Tennyson and Keats that will illustrate the power of figurative language.

#### D.

1. Scott confesses that he "pushed for the pleasantest road towards the end of a story." With this in mind discuss briefly the fate of Rebecca, and the "death" of Athelstane.

2. Show how the Passage of Arms of Ashby, the siege of Torquilstone, and the Combat of Templestowe, are connected with the plot of the novel.

3. Give three examples of suspended interest, and two of climax in "Ivanhoe."

4. Show how the author develops the character of Rebecca.

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#### *Essays.*

*Time—One and one-half hours.*

*Note :—The candidate will write on ONE of the following themes. The test will be based not so much upon the candidate's knowledge of the subject as upon his ability to express his thoughts in good English. Work palpably defective either in spelling, writing, punctuation, or paragraphing will not be accepted.*

1. The Vicar's experience in prison.
2. The combat between Fitz-James and Roderick.
3. Evangeline at Grand Pré.
4. Douglas at the Castle-park.
5. Scrooge's meeting with the last of the Spirits.

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#### *British and Canadian History.*

*Time—Two hours.*

1. Show how the introduction of the Feudal System into England affected the English people. Trace its gradual abolition,



2. What were the main causes of England's prosperity in the reign of Elizabeth?

3. In regard to the struggle for religious liberty during the Stuart period give an account of (a) the immediate causes, (b) the main features of the struggle, (c) the results.

4. Whom do you consider to be the greater statesman, Walpole or Pitt (the younger)? Give reasons for your answer.

5. Show clearly the merits and defects of the Constitutional Act. When and how were the defects remedied?

6. Sketch briefly the history of the North-West Territories from 1869 to the present time.

7. Name and state the nature of any three treaties that have materially affected both the United States and Canada in regard to (a) trade relations, (b) boundaries.

8. Show, with reasons, the effect of the Boer War upon Canada in respect to (a) trade, (b) public sentiment.

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### *Drawing.*

*Time—One and one-half hours.*

*Note.—Drawing to be freehand except in question 4.*

1. Make a careful drawing of a plant in a pot (from the object). Particular attention is to be paid to the representation of the pot, the growth and general appearance of the plant but the leaves need only be indicated. (Time about 20 minutes.)

2. Give a sketch of two houses on the prairie. Pay special attention to the perspective.

3. Design a border, using a conventional form of the anemone or some other wild flower.

4. Draw, to a scale of one-sixteenth, the framework of a screen door six feet and eight inches high by two feet and eight inches wide.

5. Give a diagrammatic sketch *either* of a fish or of a bird. Write the names and indicate the position of the most important parts.

6. Illustrate simply the following:

"The town is built on lowland at the head of the lake. Immediately behind it are low hills, well-wooded. Behind the hills the mountains rise abruptly, their jagged peaks wreathed in mist."

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### *Book-keeping.*

*Time—Two hours.*

1. Explain the following terms: negotiable paper, credit note, The Henry Stuart Co., Ltd., collateral security, protest, chattels.

2. (a) Write a draft containing the following particulars: Date, May 12, 1903; amount, \$600; payee, W. Brown; time, at sight; drawer, J. Smith; drawee, W. Jones. (b) Give the entries made in their respective journals by the payee, drawer, and drawee.

3. Discuss cheques under the following heads: parties concerned their use, certified cheques, liability on a *raised* cheque.

4. What are the chief provisions concerning liens?

5. Briefly distinguish the following and show the use of each: real money, representative money, current money, negotiable money.

6. If John Jones pays his rent, \$30, by cheque, write the cheque so that it will serve as a receipt for rent in full to date.

7. Jan. 1st, 1903, W. Snider began business with the following assets and liabilities:

Assets:—

Cash on hand.....	\$500 00
Sugar, 3,000 lbs. @ 4c.....	120 00
Tea, 800 lbs. @ 40c.....	320 00
Green's note for.....	500 00

Liabilities:—

Note in Bank of Montreal, due March 1st, 1903.....	400 00
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Jan. 2nd.—Bought of Murphy & Co., 400 lbs. lard at 13c. per lb.; 140 lbs. soap at 7c.; 1,000 lbs. pork at 7c. Gave in payment 1,000 lbs. sugar at 6c., cash \$21.80, and a note at 60 days for \$50.

Jan. 3rd.—Sold Sharp & Co. on their note at 2 months bearing interest at 8% per annum, 2,000 lbs. sugar at 6c. Discounted the note immediately at 1% per month.

Jan. 4th.—Green prepaid his note, discount allowed \$12.

Feb. 1st.—Prepaid note in the Bank of Montreal, discount allowed 1% per month.

Feb 1st.—Goods on hand \$451.80.

(a) Write the negotiable note referred to on Jan. 2nd.

(b) Journalise the above items.

(c) Post these in the ledger.

(d) Close the ledger.

(e) Make out a statement showing assets, liabilities, net gain or loss.

### Geography.

Time—Two hours.

1. (a) Draw an outline map of Europe.

(b) Show the position of the great highland.

(c) Name and locate on your map the following places and state some important fact about each: London, Liverpool, Glasgow, Londonderry, Edinburgh, Marseilles, Paris, Amsterdam, Naples, Odessa.

(d) Indicate where the following commercial products of the Mediterranean countries are obtained: Wines, figs, olives, currants, quicksilver, silks, cork, oranges.

2. "The foreign commerce of the British Isles is carried on mostly through the great ports of London, Liverpool and Glasgow."

State the chief commodities received at the port of London from (1) China and India; (2) Baltic ports; (3) Tropical America; (4) Australia; (5) Canada.

3. Locate the principal desert regions in Asia, South America and Australia, and account for the presence of any *one* of them.

4. Describe India under the following headings: (a) mountains, (b) river systems, (c) plains, (d) productions, (e) climate, (f) government.

5. (a) What are the seven leading trade routes between different parts of the British Empire?

(b) What provisions have been made for (1) the defence of these routes, (2) the repairing of ships, (3) supplying them with coal?

6. Write notes on either of the following:

*The Fur Trade of Canada*—Its importance, animals supplying it, chief gathering centres, whence exported, etc.

*The Fisheries of Canada*—Annual value, chief centres, kinds of fish, etc.

7. Briefly compare the Dominion of Canada and the United States under the following headings: (a) extent, (b) population, (c) climate, (d) natural resources, (e) manufactures.

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### *Agriculture and Botany.*

*Time—Three hours.*

*Note.—Candidates must obtain 34 per cent. on each section.*

#### A.

1. (a) Name the three principal parts of soil and tell the origin of each.

(b) State the effects of (1) drainage upon the soil (2) tilling the surface soil.

(c) Explain why a well-tilled soil is capable of withstanding drouth.

2. (a) Make a list of ten troublesome weeds and classify them according to duration of life.

(b) Describe nature's plan for the distribution of seed in wild oats, French weed, tumbling mustard.

3. (a) Give reasons why attention should be paid to a proper rotation of crops.

(b) What would you consider a suitable rotation of crops for the Territories?

4. (a) Describe the disease in wheat known as smut.

(b) State (1) its method of propagation, (2) means of preventing the disease.

5. Write on *one* of the following: The ripening of cream; the principle of the cream separator; the care and treatment of a farm horse.

#### B.

1. (a) What are the conditions necessary for germination?

(b) Compare the bean, pea, and squash plants as to the disposition made of the cotyledons.

2. Describe the fitness of the root for its position and work.

3. Explain the general structure of the rootstalk, the tuber and the bulb.

4. In your study of the functions of leaves what facts have you gathered respecting:

(a) The water lost by transpiration.

(b) The relative amounts of transpiration in damp and in dry weather.

(c) The benefit to the world of this work.

(d) The main object of the plant in doing the work.

5. (a) State your observations respecting the coverings and contents of the seeds of any familiar tree such as the poplar, maple or elm.

(b) What is the probable use of the various parts of the covering?

6. (a) Name and briefly describe the organs of a complete flower?

(b) In what sense is the flower of the anemone incomplete?

(c) Define perfect flowers.

7. (a) State the chief characteristics of the orders: Ranunculaceae, rosaceae, leguminosae.

(b) Name two common plants belonging to each order.

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#### Physics.

*Time—Two and one-half hours.*

1. (a) Distinguish the three states of matter.

(b) State the properties of solids.

(c) Which of the properties of solids do each of the following bodies possess to make them useful for the purposes indicated?—wool for clothing; glass for windows; steel for bridges; felt for shoes; rubber for tubing; carbon for electric lamps.

2. Outline the molecular theory of the constitution of matter and show how that this theory offers an explanation of the states in which matter exists.

3. (a) Define motion, velocity and acceleration.

(b) Show that when the acceleration is uniform the average velocity during any interval is equal to half the sum of the initial and final velocities of that interval.

(c) A particle which is uniformly accelerated has at the beginning of a minute a velocity of 10 feet per minute, and at the end a velocity of 10 feet per second. What is the acceleration? What is the average velocity? How far does it go during the minute?

4. (a) Explain clearly the meaning of the terms work, energy and force.

(b) By means of simple illustration show how energy may be transferred and transmuted.

(c) Describe at least two experiments that prove the mutual attraction between the molecules of bodies.

5. (a) Why is a cube said to be more stable than a sphere?

(b) Which of the following is more easily rolled? Why? (1) Two spheres of equal diameters but of different masses. (2) Two spheres of equal masses but of different diameters.

6. (a) Take two similar U-shaped tubes each having one arm of capillary bore. Half fill one with mercury and the other with water. Account for the forms of the surfaces and the differences of levels in the tubes.

(b) How does an ordinary oil lamp illustrate the principles of capillarity, change of state, and transformation of energy?

7. (a) What is meant by buoyancy? What is the relation between the buoyancy and density of a liquid? Compare the buoyant effort of a liquid (1) two inches, (2) two feet below its free surface.

(b) Outline an experiment showing how you would determine the buoyancy of a liquid.

(c) Is the buoyant effort of a liquid the same upon all immersed bodies? Why?

8. (a) Explain the processes of osmosis and dialysis of liquids.

(b) Show that gases may be diffused and absorbed.

(c) Explain the importance to life of the diffusion of gases.

9. (a) Describe the hydrometer under the following heads: construction, use, limit of action.

(b) The specific gravity of gold is 19.3 and of quartz 2.65. A nugget of gold quartz weighs 350 grams in air and 302.7 grams in water. Find the volume and mass of gold in the nugget.

10. (a) Distinguish between conduction, convection and radiation of heat. Show the part each plays in a system of hot water heating.

(b) Explain the construction and operation of a thermometer. What are the advantages and disadvantages when spirits are used instead of mercury?

*Arithmetic.**Time—Three hours.*

1. (a) Prove that any number when divided by 4 leaves the same remainder as its last two digits when divided by 4.

(b) The H.C.F. of two numbers is 156; the L.C.M. of the same two numbers is 60,060. Prove that there are three and only three sets of numbers, each greater than 156, which will satisfy the conditions.

2. A labourer is engaged for 64 days at \$1.75 and his board for each day he works, but for each day he is idle he is to pay \$1.25 for his board. At the end of the time he receives \$88. How many days was he idle?

(a) Give an algebraical solution.

(b) Point out how the arithmetical solution may be inferred from the algebraical.

(c) Give the arithmetical solution.

(3) (a) Distinguish clearly the difference between interest and bank discount.

(b) State in general terms a method for finding the compound interest on a certain sum for three years.

(c) If \$6.40 be interest for six months on \$160 at a certain rate per cent., and \$16.20 be interest on \$180 at a rate  $1\frac{1}{2}$  times greater; how long had the latter amount to run?

4. A and B engaged in trade for one year. At first A invested \$6,000 but at the end of 5 months withdrew a certain sum. B invested at the beginning \$4,000 and at the end of 7 months \$6,000 more. At the end of the year A's gain is \$5,800 and B's is \$7,800. Find the amount that A withdrew.

5. A cylindrical tank, 14 ft. in diameter and  $12\frac{1}{2}$  ft. high, is constructed of two-inch plank. It is bound by iron hoops two inches broad,  $\frac{1}{8}$  inch thick, and placed 34 inches apart with the first one placed at the bottom.

(a) Find the value of the plank at \$25 per M.

(b) Find the value of the iron hoops at 6c. a lb., the specific gravity of iron being 8, and the weight of a cubic foot of water 1,000 oz.

6. A merchant marks his goods at a six months' credit price which is 30% above cost. He allows a discount of 6% for cash and 4% for three months' credit. At what per cent. in advance of cost must he mark an article to be sold at three months' credit, the cash price of which is \$6.10.

7. A sphere 14 ft. in diameter is lowered into a cylinder having the same diameter. If the cylinder, which is 20 ft. high, was filled with water to within 4 ft. of the top find:

(a) The number of cubic feet of water which overflowed;

(b) The number of gallons of water remaining in the cylinder (one gallon = 277.274 cubic inches).

8. (a) Explain the meaning of the terms: assessor, municipal assessment, income tax, exemption.

(b) A buys a house and lot for \$1,500 which he rents to B at \$20 per month, B agreeing to pay  $\frac{1}{3}$  of the taxes. A pays for repairs \$80. If the property is assessed for 80% of its value and A makes a clear profit of 10% on his investment, find the rate of taxation.

9. Given the following data, construct and solve a problem based thereon: quantity of wheat shipped, agent's rate of commission, amount remitted to shipper; required to find the selling price per bushel and the amount of commission.

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### Algebra.

*Time—Three hours.*

1. (a) Define exponent, degree, like terms, positive quantity, negative quantity.

(b) Show that the algebraical difference between any two quantities may not be the same as the arithmetical difference.

(c) Show that  $x^m \times x^n = x^{m+n}$

2. (a) When is an algebraic expression said to be homogeneous?

(b) Show that the product of two homogeneous expressions must be homogeneous.

(c) Write the continued product of

$$\left(a + \frac{1}{b}\right) \left(a + \frac{1}{c}\right) \left(a + \frac{1}{d}\right)$$

Write the result when  $\frac{1}{b} = \frac{1}{c} = \frac{1}{d}$

3. (a) By rearranging the terms show that different remainders may be had when  $x^2 + 3ax + a^2$  is divided by  $x + a$ .

(b) What is the relation of their remainders to one another?

(c) Substituting arithmetical values for  $a$  and  $x$  compare your remainders with those of (a).

(d) The dividend is  $a(a-2b) + (b-c)(b+c)$ , the quotient is  $a+b-c$ , and the remainder is  $-4ab$ , find the divisor.

4. A man owes a debt of  $c$  dollars; he has bank notes of two different values. It would take  $a$  notes of the first kind to pay the debt and  $ma$  notes of the second kind; he uses some of both kinds and pays the debt with  $b$  notes. How many of each kind did he use?

5. (a) Factor  $x^3y - x^2y^2 - 2xy^3$ , and  $a^2 - b^2 + bc - ac$ .

(b) By using prime factors find the L. C. M. of  $3x^2 - 11x + 6$ ,  $2x^2 - 7x + 3$ ,  $6x^2 - 7x + 2$ .

(c) Show that if we divide the product of two quantities by their H.C.F. the quotient will be their L.C.M.

$$6. (a) \text{ Simplify } \frac{\frac{m^2+n^2}{n} - m}{\frac{1}{n} - \frac{1}{m}} \times \frac{m^2-n^2}{m^3+n^3}$$

(b) Show that

$$\left(a + \frac{1}{a}\right)^2 - \left(b + \frac{1}{b}\right)^2 = \left(ab - \frac{1}{ab}\right) \left(\frac{a}{b} - \frac{b}{a}\right)$$

7. (a) Define quadratic equation, irrational equation.

(b) What is meant by the roots of an equation? Illustrate by reference to the solution of  $1\frac{1}{2}x^2 - 3\frac{1}{2}x - 15 = 0$ .

(c) Solve  $x^2 + 2a^2 = 3ax$ , and show that it has two, and only two roots.

8. A man invests \$12,000, part at 5 per cent., part at 4 per cent., and the rest at 3 per cent., receiving annually \$490 interest. If the sum invested at 5 per cent. is half as much as the balance of the investment, find the amount of each investment.

9. A man walks one mile an hour faster than a boy, and the boy takes an hour longer than the man to walk  $15\frac{3}{4}$  miles. At what rate does each walk?

#### STANDARD VII.

##### *Prose and Poetical Literature.*

*Time—Three hours.*

#### A

Wisdom and Spirit of the universe!  
 Thou Soul that art the Eternity of thought,  
 And givest to forms and images a breath  
 And everlasting motion! not in vain,  
 By day or starlight, thus from my first dawn 5  
 Of childhood didst thou intertwine for me  
 The passions that build up our human soul;  
 Not with the mean and vulgar works of man,  
 But with high objects, with enduring things,  
 With life and nature: purifying thus 10  
 The elements of feeling and of thought,  
 And sanctifying by such discipline  
 Both pain and fear, until we recognise  
 A grandeur in the beatings of the heart.

1. State the thought of the stanza in not more than five lines. Explain clearly ll. 3-4, 6-7 and 12-13.



2. Show wherein (*a*) the treatment, (*b*) the language, (*c*) the rhythm, of this selection differs from prose.

## B.

Oh yet if Nature's evil star Drive men in manhood, as in youth, To follow flying steps of truth Across the brazen bridge of war—	
If New and Old, disastrous feud, Must ever shock, like armed foes, And this be true, till Time shall close, That principles are rain'd in blood ;	5
Not yet the wise of heart would cease To hold his hope thro' shame and guilt, But with his hand against the hilt, Would pace the troubled land, like Peace.	10
Not less, tho' dogs of Faction bay, Would serve his kind in deed and word, Certain, if knowledge bring the sword, That knowledge takes the sword away—	15
Would love the gleams of good that broke From either side, nor veil his eyes ; And if some dreadful need should rise Would strike, and firmly, and one stroke :	20
To morrow yet would reap today, As we bear blossom of the deal ; Earn well the thrifty months, nor wed. Raw haste, half-sister to Delay.	

1. What is the central thought of these stanzas ? What is the relation of each stanza to this thought ?

2. Discuss the suitability of the following ; flying (l. 3), brazen (4), pace (12), earn (23), raw (24).

3. Briefly discuss the truth of any *one* of the following : (*a*) Principles are rained in blood. (*b*) If knowledge bring the sword, knowledge takes the sword away. (*c*) Raw haste (is) half-sister to delay.

4. What is the grammatical relation of feud (l. 5) ; not less (l. 13) ; would love (l. 17.)

## C.

Mysterious night ! when our first parent knew  
Thee from report divine, and heard thy name,  
Did he not tremble for this lovely frame,



## E.

1. What is the artistic purpose of "Silas Marner?" Show the relation of the underplot to the main plot.

2. Describe Marner as we find him when the story opens. Show how his character develops as the story proceeds.

3. Silas never knew "whether they got at the truth o' the robbery" of which he was accused. What is the purpose of the novelist in withholding an explanation?

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*Grammar and Rhetoric.*

*Time—Two hours.*

*Note.—Candidates must obtain 34 per cent. on each section.*

## I.

But at the flash and motion of the man  
 They vanish panic-stricken, like a shoal  
 Of darting fish, that on a summer morn  
 Adown the crystal dykes at Camelot  
 Come slipping o'er their shadows on the sand, 5  
 But if a man who stands upon the brink  
 But lift a shining hand against the sun,  
 There is not left the twinkle of a fin  
 Betwixt the cressy islets white in flower;  
 So, scared but at the motion of the man, 10  
 Fled all the boon companions of the Earl.

1. Analyse this passage so as to show the various clauses which it contains and their relations.

2. Point out the adjectival and adverbial phrases in ll. 1-5, and indicate the relation of each.

3. Parse *but*, l. 6; *but*, l. 7; *but*, l. 10; *darting*, l. 3; *slipping*, l. 5; *shining*, l. 7; *there*, l. 8; *scared*, l. 10; the verb in l. 8.

4. (a) Justify the use of the present tense in l. 8. Give other meanings of the present tense-form.

(b) What difference in the meaning, if any, would there be by substituting *that* for *who*, l. 6? *lifts* for *lift*, l. 7?

5. Give the chief ways in which words change in meaning. Illustrate by examples.

6. State the chief differences between Old English and Modern English, and indicate the causes that brought about the changes.

7. Explain what is meant by Sequence of Tenses. Give examples in illustration.

(a) I tell you that this is to me quite the most amazing among the phenomena of humanity. I am surprised at no depths to which when

once warped from its honour, that humanity can be degraded. I do not wonder at the miser's death, with his hands, as they relax, dropping gold. I do not wonder at the sensualist's life, with the shroud wrapped about his feet. I do not wonder at the single-handed murder of a single victim, done by the assassin in the darkness of the railway, or reed-shadow of the marsh. I do not even wonder at the myriad-handed murder of multitudes, done boastfully in the daylight, by the frenzy of nations, the immeasurable, unimaginable guilt, heaped up from hell to heaven, of their priests and kings. But this is wonderful to me—oh, how wonderful!—to see the tender and delicate woman among you, with her child at her breast, and a power, if she would wield it, over it, and over its father, purer than the air of heaven, and stronger than the seas of earth—nay, a magnitude of blessing which her husband would not part with for all that earth itself, though it were made of one entire and perfect chrysolite:—to see her abdicate this majesty to play at precedence with her next-door neighbour! This is wonderful—oh, wonderful! to see her, with every innocent feeling fresh within her go out in the morning into her garden to play with the fringes of its guarded flowers, and lift their heads when they are drooping, with her happy smile upon her face, and no cloud upon her brow because there is a little wall around her place of peace; and yet she knows, in her heart, if she will only look for its knowledge, that, outside of that little rose-covered wall, the wild grass to the horizon, is torn up by the agony of men, and beat level by the drift of their life-blood.

1. State the purpose of this paragraph, and the relation thereto of the first, and of the last sentence.

2. Show by reference to (a) the thought, (b) the style how the author effects his purpose.

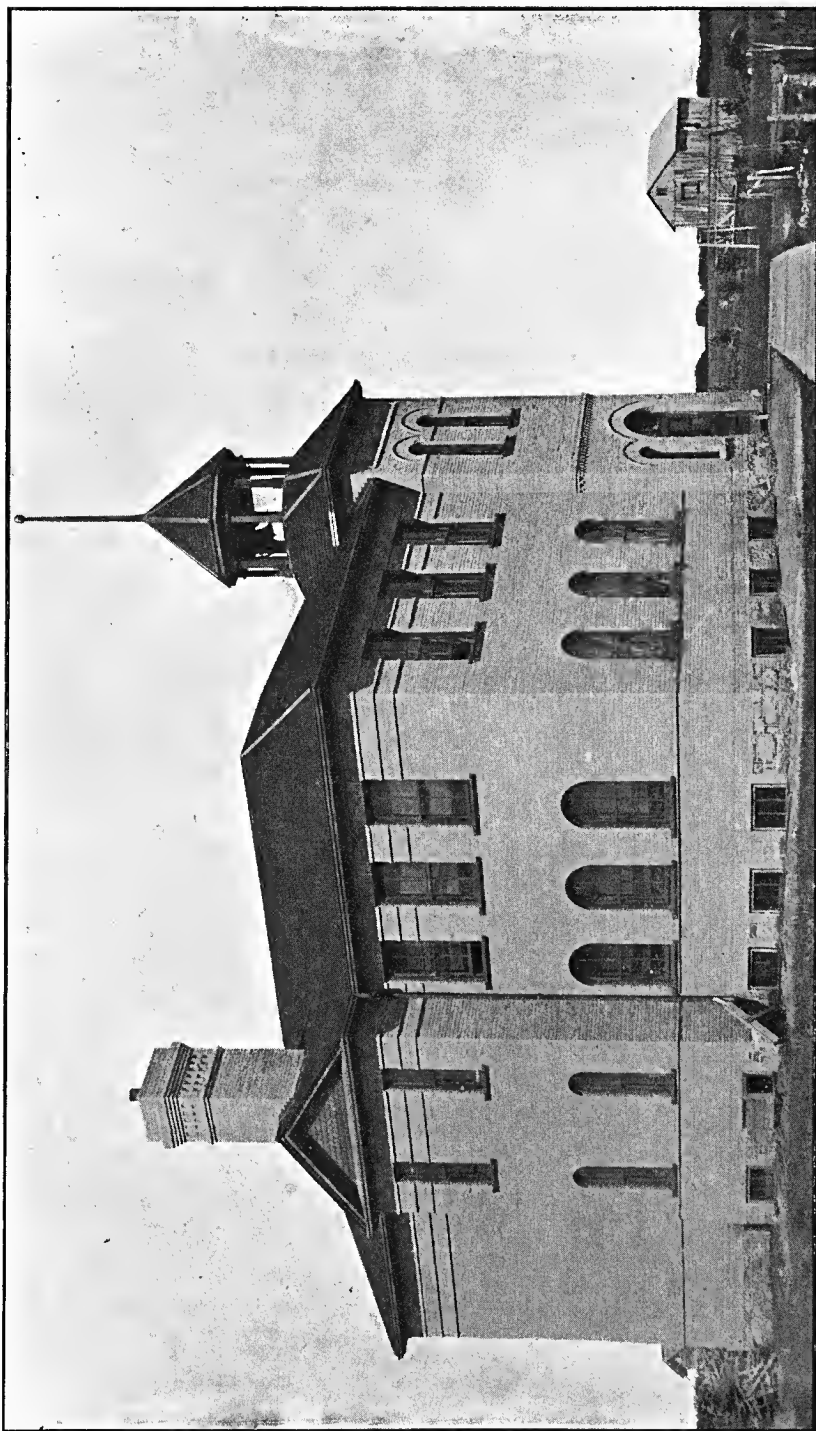
3. Account for the structure of sentences 3, 4, 5 and 6. Give another example of the same device in this extract.

4. Why is the colon used in sentence 7, and the semi-colon in sentence 8?

5. In this selection, which is the strongest element, the intellectual, the emotional, or the aesthetic? Justify your opinion by references to the extract.

(b) The cognomen of Crane was not inapplicable to this person. He was tall but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small, and flat at top, with huge ears, large green glassy eyes and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck, to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a corn field.

Examine this passage under the following headings:



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1. (a) The statement of the theme, (b) the succession, selection, and sufficiency of the details, (c) the use of figurative language.

2. Discuss the force and taste of the author's style as here exemplified.

3. Why did the author use cognomen and not name ; lank and not gaunt ; dangled and not were thrust ; snipe and not thin ; striding and not passing ; eloped and not escaped.

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### *Essays.*

*Time—One and one-half hours.*

*Note :—The candidate will write on ONE of the following themes. The test will be based not so much upon the candidate's knowledge of the subject as upon his ability to express his thoughts in good English. Work palpably defective either in spelling, writing, punctuation, or paragraphing will not be accepted.*

1. The meeting of Richard and Sir Kenneth after the loss of the banner.

2. Enoch Arden after his rescue from the island.

3. The combat between Conrade and Sir Kenneth at the Diamond of the Desert.

4. Ruskin's views as to what constitutes a fitting education for women.

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### *General History.*

*Time—Two hours.*

1. How did the architecture, religion and government of the Persians differ from those of the Egyptians ?

2. Show clearly the part played by the Hebrews, Phoenicians and Greeks in the civilisation of the world.

3. What was the effect of Alexander's conquests upon Asia and Greece ?

4. Sketch the development of the Roman constitution from the abolition of the monarchy to the overthrow of the Roman power by the Goths.

5. Write a brief note upon the Feudal System under the following heads : origin, merits and defects, causes of decay.

6. In speaking of the reign of Queen Elizabeth, Swinton says that "the years following the defeat of the Armada were years of splendor and triumph." Justify this statement.

7. Describe briefly the social condition of England in the seventeenth century.

8. Compare Frederick the Great with Peter the Great in respect to character, aims, and services rendered to their native land.

9. State the causes of the French Revolution and indicate its effect upon the status of the common people in Europe.

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*Physical Geography.*

*Time—Two hours.*

1. "Next to latitude, altitude is probably the most important feature in determining climate."

(a) Prove this statement by particular reference to some part of South America.

(b) What geological evidence exists to prove that there have been great changes in climate in parts of the earth's surface?

(c) Account for the lowland of a wheat-field being injured by frost while the highland escaped.

2. (a) Explain clearly what is meant by *the relative humidity* of the air.

(b) Over what portion of the earth's surface is it greatest?

(c) What change would occur in the relative humidity of an air current moving from warm to cooler regions? Why?

3. What is the nebular hypothesis? State facts that are used in support of this theory.

4. Account for the fact that the heat equator and the geographic equator do not coincide.

5. (a) Write on the cause, direction and effects of the anti-trade winds.

(b) Select portions of North and South America which are affected by them. Describe their effect on the portion of South America affected.

(c) State clearly the conditions under which a trade wind may produce a desert, and also the conditions which may cause great rainfall.

6. Show the influence of Nature upon Man in the settlement and development of any one of the following:

Greece, Eastern Canada, N.W. Territories, England, Switzerland.

7. Indicate the causes of the wide distribution of animal life.

(b) State any peculiarity noticeable in the "life zone" in Australia.

8. Write notes on any two of the following:

Development of river valleys.

Origin of mountains.



The great volcanic eruption of 1902.

The Greenland ice sheet and its work.

Formation of oceanic islands.

9. Explain what is meant by: dew point, latent heat, the moon in apogee, asteroids, magnetic pole, cirrus cloud, chinook wind, neap tides, stalactites, atolls.

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*Animal Life.*

*Time—Two hours.*

1. Show that complexity of structure increases with complexity in the performance of function and leads to the specialisation of organs.

2. Distinguish between the primary and special conditions of animal life. Would you consider pressure and temperature special or primary conditions. Why?

3. Describe the life, the work, and the division of labour either in a bee community or an ant community.

4. (a) Account for the necessity of adaptations in animal structure.

(b) Classify adaptations. By special reference to vertebrates and insects state some of the leading characteristics of these forms of adaptations.

5. Show the relation of individual to individual, species to species, and environment to the life of animals, in the struggle for existence. How does nature regulate the multiplication of the species?

6. (a) What is a parasite?

(b) State and explain the various kinds of parasitism.

(c) Show how parasitism and quiescence lead to degeneration.

(d) What are the advantages and disadvantages of parasitism?

7. "Resemblances may serve the purpose of aggression as well as of protection." By reference to specific examples show clearly the truth and the importance of this statement in its bearing upon animal life.

8. Why should care be exercised in the destruction or introduction of types of animal life? Give examples to illustrate your answer.

9. (a) Show that flora and fauna correspond even in different zoological realms.

(b) Give the characteristics of a stream where the greatest variety of life abounds.

10. (a) Outline the laws of animal distribution and show their application.

(b) Name the faunal realms of the land surface of the earth. In a general way indicate (1) the boundaries of each, (2) the characteristic fauna of each.

*Chemistry.*

*Time—Two and one-half hours.*

1. (a) Describe three ways in which hydrogen may be prepared. Write the equations in each case.  
(b) What is the weight of oxygen in 100 lbs. of pure water?
2. (a) What is the atomic theory?  
(b) How does it explain the laws of chemical combination?
3. (a) State the properties of nitric acid. Give experiments illustrating these properties.  
(b) By what means would you test for free nitric acid?  
(c) State the facts represented by the formula  $\text{HNO}_3$ .  
(d) How many pounds of nitric acid can be obtained by distilling 400 pounds of sodium nitrate with sulphuric acid?
4. (a) Describe the chemical changes which take place in the flame of a tallow candle.  
(b) How may the flame of an ordinary gas jet be made non-luminous?
5. Outline the preparation of carbon dioxide and state its properties. How would you distinguish it from (a) nitrogen, (b) carbon monoxide?
6. (a) Sketch the manner in which iron is obtained from its ores.  
(b) You are given a sample of water, show how you would test for iron.
7. Sulphur is burned and the products of combustion are passed into water. To the resulting solution iodine is added. Write equations representing the chemical changes which take place.
8. (a) What are the various impurities that exist in natural waters? Describe modes by which their presence in a particular sample may be determined, and how water containing them may be made pure.  
(b) What reactions take place when hard water is made soft?
9. (a) State the chemical relations which exist between chlorine, iodine and bromine.  
(b) Show the similarity in the methods of obtaining each.  
(c) Describe an experiment to show that chlorine has a stronger affinity for a metal than bromine has.
10. (a) Distinguish between combustible substances and substances that support combustion.  
(b) Illustrate by equations the chemical reactions which occur in the combustion of:  
I—Hydrogen in chlorine.  
II—Hydrogen sulphide in oxygen.  
III—Sodium in hydrochloric acid gas.
11. Solutions of sulphuretted hydrogen, ammonia, nitrous acid, and arsenic are each contained in separate bottles. Describe the tests used in each case to determine the substance in solution.

*Geometry.*

*Candidates must obtain at least 34 per cent. on each section.*

*Time—three hours.*

## A.

1. (a) From a given point draw a straight line equal to a given straight line (I. 2).

(b) Show how many such straight lines as required in (a) may be drawn.

(c) Produce the less of two given straight lines so that the less together with the part produced may be equal to the greater.

(d) Show how this proposition (I. 2) may be extended to the following: From a given point draw a straight line in a given direction equal to a given straight line.

2. (a) If a straight line meet two parallel straight lines it makes (1) the alternate angles equal to one another; (2) the exterior angle equal to the interior and opposite angle on the same side; and (3) the two interior angles on the same side together equal to two right angles. (I. 29).

(b) What is meant by alternate, exterior, interior and interior opposite angles?

(c) If two straight lines be not parallel, show that all straight lines falling on them make alternate angles which differ by the same angle.

3. (a) Prove that in any right-angled triangle the square which is described on the side subtending the right angle is equal to the squares described on the sides which contain the right angle (I. 47).

(b) State the properties of triangles and parallelograms dealt with in Euclid (bk. I).

(c) Show that the sum of the squares described upon the sides of a rhombus is equal to the squares described on its diameters.

(d) If from the diagonal BD of a square ABCD BE is cut off equal to BC, and EF is drawn perpendicular to BD, meeting CD at F, show that  $DE = EF = FC$ .

## B.

4. (a) Prove that if a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line. (II. 5).

(b) Show that the difference between the squares on the unequal parts is equal to twice the rectangle contained by the whole line, and the part between the points of section when a line is divided into two equal and also into two unequal parts.

(c) Explain the geometrical construction corresponding to  $(a+b)(b-a) + a^2 = b^2$ .

5. (a) Divide a given straight line into two parts so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part (II. 11).

(b) State the relations that subsist between the squares on the sides of an obtuse angled triangle, an acute angled triangle and a right angled triangle respectively.

(c) Show how to produce a given line so that the rectangle contained by the whole line thus produced and the part produced shall be equal to the square (1) on the given line, (2) on the part produced.

6. Describe a square that shall be equal to a given rectilineal figure (II. 14.)

C.

7. (a) Prove that one circle cannot touch another at more points than one, whether it touches it on the inside or outside. (III. 13.)

(b) If two circles touch each other prove that any straight line passing through the point of contact, cuts off similar parts of their circumferences.

8. (a) Prove that the opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles (III. 22).

(b) State and prove the converse of (a).

(c) Show that if a quadrilateral figure be described about a circle, the sum of the opposite sides are equal and that each sum is equal to half the perimeter of the figure.

9. (a) If from any point without a circle two straight lines be drawn, one of which cuts the circle, and the other touches it, show that the rectangle contained by the whole line which cuts the circle, and the part of it without the circle, shall be equal to the square on the line which touches it. (III. 36.)

(b) Express (a) algebraically. Why is it necessary to demonstrate the separate cases of (a) geometrically when they may be expressed in one formula algebraically?

(c) If ACDB is a semicircle whose diameter is AB, and AD, BC any two chords intersecting at P, prove that  $AB^2 = DA \cdot AP + CB \cdot BP$ .

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### *Algebra.*

*Time—Three hours.*

1. Explain:  $a \times a = a^2$ ;  $-a \times -a = a^2$ ;  $(a-b)^2 = (b-a)^2$

2. "To divide by any fraction is the same as to multiply by its reciprocal."

Deduce this rule from  $\frac{a}{b} \div \frac{c}{d}$

(b) Prove that the sum of any two quantities divided by their product is equal to the sum of their reciprocals.

(c) If  $\frac{a}{b} = \frac{c}{d}$  and  $\frac{A}{B} = \frac{C}{D}$  then  $\frac{a\sqrt{A} + b\sqrt{B}}{c\sqrt{C} + d\sqrt{D}} = \frac{a\sqrt{A} - b\sqrt{B}}{c\sqrt{C} - d\sqrt{D}}$

3. Find the factors of (I)  $x^4 - 23x^2 + 1$ .

$$(II) x^2 + \left\{ a + \frac{1}{a} \right\} xy + y^2.$$

$$(III) a^2 - 3b^2 - c^2 - 2ab + 4bc.$$

4. (a) What is the least multiplier that will make  $x^3 - 5x^2 + 5x - 1$  a multiple of  $x^2 - 4x + 3$ ?

(b) The product of the H.C.F. and L.C.M. of two numbers is  $a^5 - a^3b^2 - a^2b^3 - b^5$ ; one of the numbers is  $a^2 - b^2$ , what is the other number? What is their H.C.F.? What is their L.C.M.?

5. (a) Solve the equation :

$$\sqrt{(2x+7)} + \sqrt{(3x-18)} + \sqrt{(7x+1)} = 0.$$

(b) Find  $x$  and  $y$  when  $(x-y)(x^2-y^2) = 160$ .  
 $(x+y)(x^2+y^2) = 580$ .

(c) If  $a, b$  are the roots of  $x^2 + 7x + 9 = 0$ , find the equation whose roots are  $\frac{a+b}{a}$  and  $\frac{a+b}{b}$

6. Show that  $\left\{ \frac{a}{b} \right\}^m = \frac{a^m}{b^m}$ ;  $a^{m \cdot n} = \frac{1}{a^{n \cdot m}}$

(b) Find two terms in the quotient of  $(a^m - b^m) \div a(-b)$ .

(c) Find the value of  $(x^{q \cdot r})^p \times (x^{r \cdot p})^q \times (x^{p \cdot q})^r$

7. (a) What is a surd? When are surds said to be (1) similar (2) of the same order?

(b) Simplify  $\left\{ \frac{\sqrt{3} + \sqrt{2}}{\sqrt{3} - \sqrt{2}} \right\}^2 + \left\{ \frac{\sqrt{3} - \sqrt{2}}{\sqrt{3} + \sqrt{2}} \right\}^2$

(c) Solve  $x^3 + 3x^{\frac{1}{3}} = 4$ .

8. Two towns are 45 miles apart. A traveller from A meets a traveller from B at 12.45. If they left their respective towns at 9 o'clock and if the rate of travel of the one is 5 miles more than  $\frac{3}{4}$  of the rate of travel per hour of the other, find where they meet.

9. A and B together can do a piece of work in a certain time. If they each did one-half of the work separately A would have to work one day less and B two days more than before. Find the time A and B together can do the work.

10. A and B both have cash in hand and both owe debts. B's cash is 10 times his debt. If B pays A's debt his cash will be  $2\frac{1}{2}$  that of A's. If A pays B's debt his cash will be  $\frac{3}{20}$  of B's. When all debts are paid both together have \$3,400. How much has B after his debts are paid?

*Caesar and Vergil.**Time—Three Hours.*

## 1. Translate :

Ea re constituta secunda vigilia magno cum strepitu ac tumultu castris egressi nullo certo ordine neque imperio, cum sibi quisque primum itineris locum peteret et domum pervenire properaret, fecerunt, ut consimilis fugae profectio videretur. Hac re statim Caesar per speculatores cognita insidias veritus, quod, qua de causa discederent, nondum perspexerat, exercitum, equitatumque castris continuit. Prima luce confirmata re ab exploratoribus omnen equitatum, qui novissimum agmen moraretur, praemisit. His Quintum Pedium et Lucium Aurunculeium Cottam legatos praefecit Titum Labienum legatum cum legionibus tribus subsequi iussit. Hi novissimos adorti et multa milia passuum prosecuti magnam multitudinem eorum fugientum conciderunt, cum ab extremo agmine, ad quos ventum erat, consisterent fortiterque impetum nostrorum militum sustinerent, priores, quod abesse a periculo viderentur neque ulla necessitate neque imperio continerentur, exaudito clamore perturbatis ordinibus omnes in fuga sibi praesidium ponerent. Ita sine ullo periculo tantam eorum multitudinem nostri interfecerunt, quantum fuit diei spatium, sub occasumque solis destiterunt seque in castra, ut erat imperatum, receperunt.

2. Parse : egressi, peteret, insidias, novissimos, perturbatis.

3. Express "ea re constituta" by other constructions.

4. Explain the mood of "videretur."

## 5. Translate :

Prima luce productis omnibus copiis duplici acie instituta, auxiliis in mediam aciem coniectis, quid hostes consilii caperent, exspectabat. Illi, etsi propter multitudinem et veterem belli gloriam paucitatemque nostrorum se tuto dimicatuuros existimabant, tamen tutius esse arbitrabantur obsessis viis commeatu intercluso sine ullo vulnere victoria potiri et, si propter inopiam rei frumentariae Romani sese recipere coepissent, impeditos in agmine et sub sarcinis infirmiore animo adoriri cogitabant. Hoc consilio probato ab ducibus productis Romanorum copiis sese castris tenebant. Hac re perspecta Crassus, cum sua cunctatione atque opinione timidiore hostes nostros milites alacriores ad pugnandum effecissent, atque omnium voces audirentur, exspectari diutius non oportere, quin ad castra iretur, cohortatus, suos omnibus cupientibus ad hostium castra contendit.

6. Duplici acie. Distinguish between this formation and the usual one. Why was this change necessary?

7. Parse : consilii, caperent, perspecta, pugnandum.

## 8. Translate :

"saepe fugam Danaï Troia cupiere relicta  
 moliri et longo fessi discedere bello ;—  
 fecissentque utinam !—saepe illos aspera ponti  
 interclusit hiemps, et terruit Auster euntes.  
 praecipue, cum iam hic trabibus contextus acernis 5  
 staret equus, toto sonuerunt aethere nimbi.  
 suspensi Eurypylum scitantem oracula Phoebi  
 mittimus ; isque adytis haec tristia dicta reportat :  
 ' sanguine placastis ventos et virgine caesa,  
 cum primum Iliacas, Danaï, ventistis ad oras : 10  
 sanguine quaerendi relictus, animaque litandum  
 Argolica.' vulgi quae vox ut venit ad aures,  
 obstipuerunt animis, gelidusque per ima cucurrit  
 ossa tremor, cui fata parent, quem poscat Apollo.  
 hic Ithacus vatem magno Calchanta tumultu 15  
 protrahit in medios ; quae sint ea numina divom,  
 flagitat. et mihi iam multi crudele caneant  
 artificis scelus, et taciti ventura videbant.  
 bis quinos silet ille dies, tectusque recusat  
 prodere voce sua quemquam aut opponere morti. 20  
 vix tandem, magnis Ithaci clamoribus actus,  
 composito rumpit vocem, et me destinat arae.  
 adsensere omnes, et, quae sibi quisque timebat,  
 unius in miseri exitium conversa tulere.  
 iamque dies infanda aderat ; mihi sacra parari, 25  
 et salsae fruges, et circum tempora vittae."

9. Parse : euntes, quaerendi, obstipuerunt, bis.

10. Scan lines 23 to 26 inclusive.

11. Explain the mood in : fecissent, parent, parari.

12. Translate :

divellimur inde :

Iphitus et Pelias mecum ; quorum Iphitus aevo  
 iam gravior, Pelias et vulnere tardus Ulixi ;  
 protinus ad sedes Priami clamore vocati.  
 hic vero ingentem pugnam, ceu cetera nusquam 5  
 bella forent, nulli tota morerentur in urbe,  
 sic Martem indomitum, Danaosque ad tecta ruentes  
 cernimus, obsessumque acta testudine limen.  
 haerent parietibus scalae, postesque sub ipsos  
 nituntur gradibus, clipeosque ad tela sinistris 10  
 protecti obiciunt, prensant fastigia dextris.  
 Dardanidae contra turres ac tecta domorum  
 culmina convellunt : his se, quando ultima cernunt,  
 extrema iam in morte parant defendere telis ;  
 auratasque trabes, veterum decora alta parentum, 15  
 devolvunt : alii strictis mucronibus imas  
 obsedere fores ; has servant agmine denso.

13. Explain the case of : Ulixi, clipeos, dextris.

14. Parse : parent, nulli, parietibus, auratas.

*Latin Grammar, Prose, and Sight Translation.**Time—Three hours.*

1. (a) Decline : armiger, nix, fides.  
 (b) Decline : alter vir, opus magnum, mulier quaedam.  
 (c) Write the genitive plural of : turris, mille, res.  
 (d) Write the ablative plural of : filia, bos, impedimenta.  
 (e) Compare : pulcher, malus, care.
2. State the general rules for determining the gender of a noun from the meaning.
3. (a) Write in full the imperfect subjunctive of : prosum, eo, licet.  
 (b) Give the present imperative of : volo, edo, sum.  
 (c) What are the principal parts of : malo, fero, fio.  
 (d) Give the first person singular, perfect indicative active of : exigo, repello, vinco, tollo.
4. Distinguish between : 'non dubitare' with infinitive and 'non dubitare quin' with subjunctive ; impedimentum, impedimenta, and sarcina ; frustra and nequidquam ; amitto and perdo.
5. (a) What are the chief rules for oblique narration ?  
 (b) Change the following sentence into indirect narration after *dixit* : Veniam ipse, si potero, quamquam hodie aegroto ; si minus veniet frater qui decem millia passuum abest ; vincendum est nobis aut moriendum.
6. Translate into Latin :  
 (a) After he took the city, he led back his forces.  
 (b) He hastens to Italy by as long marches as possible.  
 (c) It is said that the city of Rome was founded by Romulus.  
 (d) I think that something ought to be given to the boy that he may be more zealous.  
 (e) Whenever they made a charge the enemy were forced to retire.

## 7. Translate into Latin :

Next night, in order to prevent them from recovering their presence of mind, we followed them up and fell upon them as they were pitching their camp. They stood their ground and bravely received our attack. Thereupon it was resolved to carry their camp by storm. So a mound was raised, towers planted, and all the engines useful for a siege were prepared. When all was ready, the enemy, now in great alarm, sent forth from the camp all their old men and all their women and children, to beg that they might be spared and their submission accepted. Issuing from the camp they spread out their hands and begged for peace.

## 8. Translate into English :

Publice maximam putant esse laudem, quam latissime a suis finibus vacare agros ; hac re significari, magnum numerum civitatum suam vim



sustinere non posse. Itaque una et parte a Suevis circiter millia passuum sexcenta agri vacare dicuntur. Ad alteram partem succedunt Ubii (quorum fuit civitas ampla atque florens, ut est captus Germanorum) et paulo quam sunt ejusdem generis ceteri humaniores; propterea quod Rhenum attingunt, multumque ad eos murcatores ventitant, et ipsi propter propinquitatem Gallicis sunt moribus assuefacti. Hos cum Suevi multis saepe bellis experti propter amplitudinem gravitatemque civitatis finibus expellere non potuissent, tamen vectigales sibi fecerunt, ac multo humiliores infirmioresque redegerunt.

### French Authors.

Time—Three hours.

#### A

##### 1. Translate:

DUPUIS. Je te jure, mon ami . . .

ROUVIÈRE. Assez, assez . . . je le comprends, te dis-je.

DUPUIS (*avec humeur*). Eh! tu le comprends mal. . . . Je n'ai jamais mis en oubli les qualités de ma femme; mais, fût-elle dix fois une sainte, il n'en demeure pas moins vrai que j'ai vécu, moi, comme un limaçon! Eh! pardié, ses vertus, je n'en jouirai que mieux quand le sentiment de ma dégradation intellectuelle ne se mêlera plus, comme la voix de l'insulteur romain, à mes plus douces émotions!

ROUVIÈRE (*haussant les épaules*). Il me fait rire, ma parole, avec sa dégradation intellectuelle!

DUPUIS. Tu ne riais pas, il n'y a qu'un instant, quand tu me la dépeignais avec des couleurs—dont ton amitié tempérait à peine l'énergie!

ROUVIÈRE. Comment! tu n'as pas vu que je plaisantais? . . . . Tous les gens d'esprit qui habitent la province s'imaginent qu'ils y deviennent idiots.—Je pressentais chez toi cette manie, et je m'amusais à l'irriter . . . après boire!

DUPUIS. Quoi qu'il en soit, je tiens à ce voyage plus que jamais: si j'ai eu un moment d'hésitation, il est passé; j'ai pu craindre, je l'avoue, l'impression de ce départ sur l'esprit de ma femme; mais sa contenance vient de dissiper mes derniers scrupules.

(a) *l'insulteur romain*. Explain the allusion.

(b) Give the present infinitive corresponding to each of the following forms: *mis* (l. 4), *vécu* (l. 6), *vu* (l. 15), *pu* (l. 21).

(c) *vient de dissiper*. What is the peculiarity in this construction? Translate: I have just received my lesson.

(d) *Tous les gens*. Give the masc. sing. and fem. plural of *tous*. Translate: Every woman; the whole day,

##### 2. Translate:

DUPUIS. Je dis . . . (*avec décision*) je dis qu'il m'ouvre le ciel! . . . donne-moi un cigare! . . . je dis que tu raison,—que j'ai assez longtemps vécu pour les autres . . . que j'ai fait dans ma vie une part suffisante au sacrifice! Eh! morbleu, on a aussi des devoirs envers soi-même! On doit compte à la Providence des dons qu'on en a reçus! L'intelligence,—l'imagination,—le sentiment du beau, sont des bienfaits qui obligent,

Tom ! C'est une honte, c'est un crime digne des sauvages que le laisser périr ces flammes sacrées sous l'éteignoir !

(a) Write in full the future and the present subjunctive of the verbs: *dis, faire, sont, ouvre, doit*.

(b) *reçus*. Give the rule for the agreement of the past participle according as it is used with *avoir* or *être*. Illustrate by examples.

(c) *en* (l. 5). Parse. Tell what you know of the function and use of *en*. Translate: I have need of them. He has none.

(d) *ciel* (l. 1). Give the two plural forms and state the difference in meaning.

### 3. Translate :

Le Chat, qui allait devant le carrosse, disait toujours la même chose à tous ceux qu'il rencontrait ; et le roi était étonné des grands biens de M. le marquis de Carabas. Le maître Chat arriva enfin dans un beau château, dont le maître était un ogre, le plus riche qu'on ait jamais vu : car toutes les terres par où le roi avait passé étaient de la dépendance de ce château. Le Chat eut soin de s'informer qui était cet ogre, et ce qu'il savait faire, et demanda à lui parler, disant qu'il n'avait pas voulu passer si près de son château sans avoir l'honneur de lui faire la révérence. L'ogre le reçut aussi civilement que le peut un ogre, et le fit reposer. 5 10

(a) *roi, marquis, maître, ceux*. Give the corresponding feminine forms.

(b) Parse : *dont* (l. 4), *lui* (l. 7), *disant* (l. 7), *le* (l. 9).

(c) Give the past participle of the following verbs: *allait, savait, peut, disait, reçut*.

(d) Distinguish the following: *où* and *ou* ; *des* and *dès* ; *devant* and *avant*.

### 4. Translate :

J'accours ; il serrait le haut de la patte dans ses deux mains, et, sur un mouvement de sa main droite, les quatre doigts s'ouvraient et se refermaient comme les doigts d'une main humaine. Je restai stupéfait et émerveillé. Comment cette patte morte pouvait-elle remuer ? Comment pouvait-il la faire agir ? Un garçon de dix-huit ans qui va au spectacle et qui suit le développement du drame le plus merveilleux, n'a pas les yeux plus écarquillés, les regards plus ardents, la tête plus fixement penchée en avant que moi, en face de cette patte de dindon. Chaque fois que ces quatre doigts s'ouvraient et se refermaient, il me passait devant les yeux comme un éblouissement. Je croyais assister à un prodige. 5 10

(a) Distinguish *qui* and *que*.

(b) *les yeux* (l. 10). Account for this use of this article.

(c) *va, suit*. Write in full the present indicative of both these verbs.

### 5. Translate :

L'infirmière, qui aide à faire les malles à la lingerie, paraît une fois tous les quarts d'heure, fait voir le bout du nez, referme la porte et s'en va.

Qu'elle s'en aille!

Ce n'est pas elle qu'attend le petit malade, le docteur pas d'avantage. **Ceux qu'il attend, tenez, les voilà** qui arrivent. Trois campagnards: un homme en veste ronde, **une petite femme** courte en bonnet blanc, une fillette en robe longue, trop longue, les **manches** jusqu'au bout de doigts; le père, la mère, la petite sœur.

Ils entrent: l'homme, discrètement, très circonspect, un peu timide: la mère, tout de go, les bras tendus en avant jusqu'à ce qu'elle tienne embrassée, étouffée sur sa poitrine, la chère petite tête de l'enfant. Le père serre la main du malade, la fillette se hausse sur la pointe des pieds jusqu'aux joues penchées vers ses lèvres.

Et les questions pleuvent. 15

(a) *s'en va*. Give the third singular and the third plural of this verb.

(b) *fait voir* (l. 2). Explain the force of the infinitive as here used.

(c) *les voilà*. Distinguish from *il y a*. Translate: There are pens on the table. There are pens on this table.

#### 6. Translate:

Les vents me sont moins qu'à vous redoutables,  
Je plie, et ne romps pas. Vous avez jusqu'ici  
Contre leurs coups épouvantables  
Résisté sans courber le dos;  
Mais attendons la fin. Comme il disait ces mots, 5  
Du bout de l'horizon accourt avec furie  
Le plus terrible des enfants  
Que le nord eût portés jusque-là dans ses flancs.  
L'arbre tient bon; le roseau plie.  
Le vent redouble ses efforts, 10  
Et fait si bien qu'il déracine  
Celui de qui la tête au ciel était voisine,  
Et dont les pieds touchaient à l'empire des morts.

#### *French Grammar, Composition and Sight Translation.*

*Time—Three hours.*

#### A.

1. Give the feminine of: cruel, beau, long, sec, public, heureux.
2. Write the plural of: sou, bijou, ciel, aïeul, champ, gent, cheval.
3. Write in French five sentences each one to serve as an illustration of one of these forms: cet, cette, celui, dont, ceci.
4. Write out in full the following:
  - (a) Present indicative of *aller*.
  - (b) Present subjunctive of *venir*.
  - (c) Future of *faire*.
  - (d) Imperfect of *lire*.
  - (e) Conditional of *savoir*.
  - (f) Imperative of *donner*.

5. Translate into French ; ten times, half an hour,  $\frac{1}{4}$ , 91, in the year 1903, the first of July, I am twenty years old, a quarter to four.

6. Answer the following questions in French, and use not less than eight words in each case :

- (a) Comment vous portez-vous ?
- (b) Quelle heure est-il à votre montre ?
- (c) Depuis quand êtes-vous ici ?
- (d) Où demeurez-vous à présent ?

7. Translate into French :

- (a) Has he any pens ? No, he has none.
- (b) We shall not give you any money.
- (c) There are three pencils. Give them to me.
- (d) They are looking for bread. Is there any here ?

8. Translate into French :

- (a) Are there any apples in this room ? Yes, there they are.
- (b) There are some animals at the edge of the lake.
- (c) How many horses are there in the field ? There are ten.

9. Translate into French :

- (a) Are your potatoes good this year ?
- (b) They are better than last year.
- (c) Do you like roses better than tulips ?
- (d) John is not so tall as Mary.

10. Translate into French :

- (a) How much did you pay for the apples ?
- (b) I paid twenty cents a dozen for them.
- (c) Have you shut your windows ? Yes, I have shut them.
- (d) I desire you to write a letter to your aunt.
- (e) If it does not rain we shall go to church.

#### B.

Translate into French :

When winter comes the bear goes into a hole or cave and there he makes a bed of leaves in order to sleep during the cold weather. When the snow comes it covers the entrance (entrée) of the hole or cave where the bear is hidden. He closes his eyes and seems to sleep the whole winter. In the spring when the snow is gone and the green leaves appear and the birds begin to sing, the bear wakes from his long sleep. Then he sets out again to roam (rôver) in the woods and to hunt for fruit and the hives (ruche) of the wild bees.

Translate:

Dans la cité de Delhi, dans les Indes, un tailleur était dans l'habitude de donner du fruit à un éléphant qui passait journellement devant l'endroit où il travaillait. L'animal devint tellement accoutumé

à ceci, que régulièrement il avançait sa trompe par la fenêtre, pour recevoir le don attendu. Un jour, cependant, le tailleur, étant de mauvaise humeur, poussa son aiguille dans la trompe de l'éléphant, lui disant de s'en aller, comme il n'avait rien à lui donner. L'éléphant passa outre tranquillement ; mais en arrivant à un étang d'eau sale près de là, il remplit sa trompe et s'en retourna. Poussant sa grosse tête dans la fenêtre du tailleur, il le noya à moitié, en versant un ruisseau d'eau sur lui, au grand amusement de ceux qui furent témoins de la scène.

### German Authors.

Time—Three hours.

#### 1. Translate :

Jetzt war er schon nahe bei der Stadt ; das Gedraenge auf der Landstrasse nahm immer zu ; Menschen und Vieh draengten sich ; sie gingen auf der Strasse und laengs der Zaeune, ja, sie gingen sogar in eines Bauers Kartoffelfeld hinein, wo ein einziges Huhn an einer Schnur ging, damit es ueber das Gedraenge nicht erschrecken und sich nicht verlaufen follte. Das Huhn hatte einen kurzen Schwanz, es blinzelte mit einem Auge und sah sehr klug aus. " Kluck, kluck ! " sagte das Huhn. Was es sich dabei dachte weisz ich nicht zu sagen, aber als unser Bauer es sah, dachte er sogleich : " Das ist das schoenste Huhn, das ich je gesehen habe, est ist sogar schoener als des Pfarrers Henne. Das Huhn moechte ich haben ! Ein Huhn findet immer Koerner, est kann sich fast selbst ernaehren ; ich glaube, es wuerde ein guter Tausch sein, wenn ich est fuer die Gans bekommen koennte. — Wollen wir tauschen ? " fragte er. " Tauschen ? " fragte der andere, " ja, das waere gar nicht uebel. " Und so tauschten sie. 15

(a) Give the infinitive, first sing. imp., ind., and past part. of : nahm . . . zu, ging, dachte, sah . . . aus, weisz.

(b) Give the gen. sing. (using the article), and nom. plural of : Stadt, Huhn, Vieh, Strasse, Koerner, Auge.

(c) *Das Huhn moechte ich haben.* Explain the force of moechte. Name other modal auxiliaries.

(d) bekommen. Give a list of inseparable prefixes.

#### 2. Translate :

Der alte Juergen dankte und steckte den Himmelschluessel in sein Wanfs, dann lud er das schwere Netz auf die Schultern und begann die breite Wolkenstrasse hinaufzusteigen. Auf dem Wege schaute er immer um und sprach bei sich : " Meine Alte wird gewisz bald nachkommen, denn sie ueberlebt meinen Tod nicht lange. " Er gelangte aber doch bis ans grosze Himmelsthor, ohne dasz ihm jemand nachgekommen waere, und da eine hoelzerne Bank davor stand, warf er das Netz auf den Boden, setzte sich nieder und wartete. Denn er wollte nicht ohne sein Weib in den Himmel eingehen und dachte : " Wen sie heraufkommt und sieht das praechtige Thor, getraut sie sich vielleicht nicht aufzuschlieszen. " 10

(a) Parse : gewisz, Alte (l. 4), davor (l. 7), Tod (l. 5).

(b) Give the principal parts of : lud, sprach, warf, stand, setzte, eingehen, wartete.

(c) Explain the position of the verb in the German sentence. Illustrate by reference to the above extract.

(d) Give the gender and the gen. sing. of: Boden, Bank, Thor, Schultern, Himmel.

### 3. Translate :

Der grosze Teller kommt an mich zuerst, und ich nehme ihn vor mich und dann auch so ein Assietchen mit Kartoffeln dazu. Ich denke zwar : " Es ist ein biszchen viel, aber zu darfst dich hier nicht lumpen lassen," und esse zu. Die hellen Tropfen sind mir auf der Stirne gestanden, bis die Haepchen alle gegessen waren. Wie ich denn nun fertig war, und der Herr neben mir schenkte immer tapfer ein, das ich's gut herunterkriegte, fragt mich Seine Majestaet der Koenig : " Wie ist's mein Sohn, moechtest du noch mehr haben ?" 5

Ich sage : " Zu Befehl, Majestaet, wenn noch ein biszchen da ist." Da lachten alle Herren aus vollem Halse, und auch Seine Majestaet hielt sich die Seiten. Ich wuszte nicht warum. Aber der Koenig sagte : " Nein, es ist gut fuer heute, mein Sohn, jetzt soll ein anderes Gericht kommen." 10

(a) *biszchen*. Explain the termination—chen. Give any other similarly used.

(b) *sind mir auf der Stirne gestanden*. Explain any peculiarity of construction. Translate : A stone fell on his head.

(c) *essen*. Give the principal parts. Distinguish from *zuessen*.

### 4. Translate :

Kaum hatte sie dies ausgrnfen, so fuhr ein heftiger Windstosz ueber den Sumpf und die Lichter der Irrwische verloschen. Die stille Flaeche der Lache kraeuselte sich und schwarze Wellen schlugen an den weissen Stufen des Schlosses empor. Dann sank das Schloss lautlos in die Tiefe und an seiner Stelle standen vier Pfaehe von faulem Holz, die Ueberreste einer alten, heidnischen Fischerhuette. Vor Blauaenglein aber, im tiefen Sumpf bis an den Guertel eingesunken, stand Heino, leibhaftig, wie er gewesen war, aber blasz und traurig. Die Haare hingen ihm wirr auf die Stirn, und Helm und Harnisch waren verrostet. 5 10

(a) Give the principal parts of: *schlugen, hingen, fuhr, sank, stunden*.

(b) Decline in full: *die stille Flaeche*.

(c) Give the degrees of comparison of: *alten, schwarze, blasz, faulem*.

(d) *Auf die Stirn*. Why is the possessive not used in this phrase ?

### 5. Translate :

So steht du, o Schloss meiner Vaeter,  
Mir treu und fest in dem Sinn,  
Und bist von der Erde verschwunden,  
Der Pflug geht ueber dich hin.

Sei fruchtbar, o teurer Boden,  
Ich segne dich mild und geruehrt,

Und segn' ihn zwiefach, wer immer  
Den Pflug nun ueber dich fuehrt.

Ich aber will auf mich raffen,  
Mein Saitenspiel in der Hand,  
Die Weiten der Erde durchschweisen  
Und singen von Land zu Land.

*German Grammar, Composition and Sight Translation.*

*Time—Three hours.*

1. Give the nom. and gen. sing. with the article and the dative plural of the German for the following: city, king, week, stove, watch, gardener, window and painter.

2. (a) Give general rules for the declension of adjectives.

(b) Decline together in the sing. and plural the German for: good wine, her little brother, the longest day, such a man.

3. Distinguish between the relatives *welcher* and *wer*. Give sentences in illustration.

4. The nouns Thor, See, Band and Schild are used in two genders. Show how the two genders differ both as regards meaning and the formation of the plural.

5. Translate into German:

(a) The man whose house we saw is a German.

(b) To what boy does this knife belong. It belongs to William.

(c) The ring was found by a girl who brought it to me yesterday.

6. What cases do the following prepositions govern: nach, zwischen, auf, durch, aus, an. Give two examples of the use of each.

7. Give (a) The second sing. pres. ind.,

(b) The second sing. imp. ind.,

(c) The past participle

of the following verbs; singen, sein, thun, wissen, geben, denken, loben.

8. Give the German for: once, four times, on board, on the first of July, one-third, at four o'clock, three dollars a yard.

9. Compare: lang, hoch, viel, wenig, geliebt.

10. Translate:

(a) Those apples are not yet ripe.

(b) In the spring the gardens are beautiful.

(c) What has he had? He has had grapes and nuts.

(d) Today we are learning German.

## 11. Translate :

- (a) Where are your books ? I have mine here.
- (b) Which of these young ladies is your sister ?
- (c) Place the plates on the table.
- (d) It is a quarter past one by (nach) my watch, what time is it by yours ?

## 12. Translate :

- (a) How old are you ? I am in my twenty-ninth year.
- (b) The palace of the king was burned last year.
- (c) The young student has a large book in his hand.
- (d) The lady whose little daughter is with us on a visit will go home tomorrow.

## 13. Translate :

When they stood before the altar and were to exchange rings Heino forgot that his right hand was wanting and he stretched out the stump to the priest, Then a strange thing happened: for when the priest touched the stump a new hand grew forth like a white flower from a white branch, but around the wrist ran a delicate red stripe small as a thread. This he retained throughout his life.

## B.

Der schoene Fruehling ist wieder gekommen ! Nun scheint die helle Sonne waermer, und die Baeume des Waldes werden gruen, Meine Augen sehen ueberall bunte Blumen. Ueberall, auf jeder Wiese und dort in dem Garten sprossen sie hervor und erfuellen die reine Lust mit angenehmen Geruche. Die Voglein im Walde singen ihre munteren Lieder und bauen kunstliche Nester ; der Landmann besaet wieder seinen Acker. In dieser schoensten Zeit des Jahres spielen wir Kinder gern draussen im Schatten der Baume oder auf blumigen Wiesen. Wir brauchen dann nicht mehr solche Handschuhe von Pelz, wie wir im Winter hatten, denn die liebe Sonne scheint warm genug. O, wie schoen ist der Fruhling !

## STANDARD VIII.

*Milton and Shakespeare.*

*Time—Three hours.*

## A

1. In *L'Allegro* and *Il Penseroso* "the likings and tastes expressed by the type of character portrayed are meant to be contrasted. The one poem is the counterpart of the other." Show this by reference to (a) the companions desired by each, (b) the pleasures of each during the different periods of the day.

2. "Comus is inwardly, not outwardly, foul. . . . The attempt of sin



upon the soul as conceived by Milton is not the open and violent obsession of a brute power but involves a cheat and an imposter."—Dowden.  
Discuss this statement.

3. Write notes on the kind of metre employed in *L'Allegro* and *Il Penseroso*. Compare with that used in *Comus*.

4. Write explanatory notes on the words in italics in the following passage and state in what connection each extract occurs:

- (a) *Cynthia* checks her dragon yoke  
Gently o'er the *accustomed oak*.
- (b) Yet some there be that *by due steps* aspire  
To lay their just hands *on that golden key*  
That opes the palace of eternity.
- (c) Comes the blind Fury with the *abhorred shears*,  
And slits the *thin-spun life*.
- (d) O foolishness of men! that lend their ears  
To those *budge doctors* of the *Stoic fur*,  
And fetch their precepts from the *Cynic tub*,  
Praising the lean and sallow Abstinence.

## B

1. By a brief analysis of the events in each act and the purpose of each act, show that *Hamlet* proceeds by well considered steps to the final denouement. Compare in this respect *The Merchant of Venice*.

2. Discuss Shakespeare's use of the comic or grotesque element in *Hamlet*.

3. In a sketch of Hamlet's character account for (a) his reception of the revelation by the ghost and the length of time that elapsed before his revenge is consummated, (b) his "antick disposition," (c) his treatment of Ophelia.

4. In *Hamlet* give the dramatic function of the following incidents: (a) Hamlet's absence in England, (b) the death of Polonius, (c) of Ophelia (d) of Rosenkrantz, (e) of Laertes.

5. From what sources did Shakespeare obtain his material for *The Merchant of Venice*? Compare the stories as we have them in this play with the original stories.

6. By what means does Shakespeare give to Bassanio the character requisite for the hero of a comedy of which Portia is the heroine?

7. Explain each of the following and state the circumstance under which each is spoken:

- (a) . . . who would fardels bear,  
To grunt and sweat under a weary life?
- (b) That monster, custom, who all sense doth eat,  
Of habits devil, is angel yet in this,

That to the use of actions fair and good  
 He likewise gives a frock or livery,  
 That aptly is put on.

- (c) Thus ornament is but the guiled shore  
 To a most dangerous sea; the beauteous scarf  
 Veiling an Indian beauty.
- (d) Yet here she is allowed her virgin crants,  
 Her maiden strewnments, and the bringing home  
 Of bell and burial.
- (e) I would she were as lying a gossip in that as ever knapped  
 ginger.
- (f) . . . . . now he goes  
 With no less presence, but with much more love,  
 Than young Alcides, when he did redeem  
 The virgin tribute paid by howling Troy  
 To the sea monster.

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*Tennyson and Prose.*

*Time—Two and one-half hours.*

*Note.—The candidate must obtain 34 per cent. on each section.*

A.

“So careful of the type?” but no.  
 From scarped cliff and quarried stone  
 She cries, “A thousand types are gone.  
 I care for nothing, all shall go.

“Thou makest thine appeal to me:  
 I bring to life, I bring to death:  
 The spirit does but mean the breath,  
 I know no more.” And he, shall he,

Man, her last work, who seem'd so fair,  
 Such splendid purpose in his eyes,  
 Who roll'd the psalm in wintry skies,  
 Who built him fanes of fruitless prayer,

Who trusted God was love indeed  
 And love Creation's final law—  
 Tho' Nature, red in tooth and claw  
 With ravine, shriek'd against his creed—

Who loved, who suffer'd countless ills,  
 Who battled for the True, the Just,  
 Be blown about the desert dust,  
 Or seal'd within the iron hills?

No more? A monster then, a dream,  
 A discord. Dragons of the prime,  
 That tare each other in their slime,  
 Were mellow music match'd with him.

O life as futile, then, as frail !  
 O for thy voice to soothe and bless !  
 What hope of answer, or redress ?  
 Behind the veil, behind the veil.

1. Interpret carefully the foregoing passage and indicate its connexion in the poem. Point out the characteristics of its author that it reveals (a) in thought (b) in language.

2. Discuss the unity of *In Memoriam* as regards each of the following: (a) the continuity of time, (b) the change in the nature of the feeling, (c) the growth of faith.

3. For what purposes does the author refer to, or make use of Nature throughout *In Memoriam*. Illustrate.

4. (i) Or to burst all links of habit—there to wander far away,  
 On from island unto island at the gateways of the day.

There methinks would be enjoyment more than in this march  
 of mind,  
 In the steamship, in the railway, in the thoughts that shake  
 mankind.

- (ii) "O God-like isolation which art mine,  
 I can but count thee perfect gain,  
 That time I watch the darkening droves of swine  
 That range on yonder plain.

In filthy sloughs they roll a prurient skin,  
 They graze and wallow, breed and sleep;  
 And oft some brainless devil enters in,  
 And drives them to the deep."

(a) Taking each of the foregoing quotations as ideals of life describe each ideal.

(b) Discuss from *Locksley Hall* and *The Palace of Art* Tennyson's belief in the duties the individual owes his fellows.

Calm is the morn without a sound,  
 Calm as to suit a calmer grief,  
 And only thro' the faded leaf  
 The chestnut pattering to the ground:

Calm and deep peace on this high wold,  
 And on these dews that drench the furze,  
 And all the silvery gossamers  
 That twinkle into green and gold:

Calm and still light on yon great plain,  
 That sweeps with all its autumn bowers,  
 And crowded farms and lessening towers,  
 To mingle with the bounding main:

Calm and deep in this wide air,  
 These leaves that redden to the fall:  
 And in my heart, if calm at all,  
 If any calm a calm despair:

Calm on the seas, and silver sleep,  
 And waves that sway themselves in rest,  
 And dead calm in that noble breast  
 Which heaves but with the heaving deep.

5. Wherein lies the charm of the foregoing passage (a) in thought? (b) in imagery? (c) in language?

B.

1. Show explicitly wherein the treatment of the theme of the House of the Seven Gables as a novel would differ from that which it actually received as a romance. How is "romance atmosphere" obtained in the story?"

2. "Hawthorne was too great an imaginative writer to attempt to preach." Discuss the truth of this statement in regard to this story.

3. Show how the author, in this work, directly or by implication, uses the supernatural. What inference do you draw as to his belief therein?

4. Owing, however, to a somewhat massive accumulation of animal substance about the lower region of his face, the look was, perhaps, unctuous, rather than spiritual, and had, so to speak, a fleshly effulgence, not altogether so satisfactory as he doubtless intended it to be. A susceptible observer, at any rate, might have regarded it as affording very little evidence of the genuine benignity of soul whereof it purported to be the outward reflection. And if the observer chanced to be ill-natured, as well as acute and susceptible, he would probably suspect that the smile on the gentleman's face was a good deal akin to the shine on his boots, and that each must have cost him and his boot-black, respectively, a good deal of hard labour to bring out and preserve them.

Point out the irony and humor in this quotation. Refer to other instances of the same qualities.

5. (a) What is the purpose in giving Holgrave mesmeric power?

(b) Why does the author make Clifford and Hepzibah run away? Is this action consistent with the character of Clifford? Explain.

6. Discuss whether poetic justice is satisfied.

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*English Language and Rhetoric.*

*Time—Two hours.*

A.

Method is not less requisite in ordinary conversation than in writing provided a man would talk to make himself understood.

I, who hear a thousand coffee house debates every day, am very sensible of this want of method in the thoughts of my honest countrymen. There is not one dispute in ten which is managed in those schools of politics, where, after the first three sentences, the question is not entirely lost. Our disputants put me in mind of the cuttle-fish, that when he is unable to extricate himself, blackens all the water about him till he becomes invisible. The man who does not know how to methodise his thoughts has always, to borrow a phrase from the dispensary, "a barren superfluity of words;" the fruit is lost amidst the exuberance of leaves.

Tom Puzzle is one of the most eminent immethodical disputants of any that has fallen under my observation. Tom has read enough to make him very impertinent; his knowledge is sufficient to raise doubts, but not to clear them. It is a pity that he has so much learning, or that he has not a great deal more. With these qualifications Tom sets up for a free-thinker, finds a great many things to blame in the constitution of his country, and gives shrewd intimations that he does not believe in another world. In short Puzzle is an atheist as much as his parts will give him leave. He has got about half a dozen commonplace topics into which he never fails to turn the conversation, whatever was the occasion of it. Though the matter in debate be about Donay or Denain, it is ten to one but half his discourse runs upon the unreasonableness of bigotry and priestcraft. This makes Mr. Puzzle the admiration of all those who have less sense than himself, and the contempt of those who have more. There is none in town whom Tom dreads so much as my friend Will Dry. Will, who is acquainted with Tom's logic, when he finds him running off the question, cuts him short with a "What then? We will allow this to be true, but what is it to our purpose?" I have known Tom eloquent half an hour together, and triumphing as he thought, in the superiority of the argument, when he has been nonplussed on a sudden by Mr. Dry's desiring him to tell the company what it was that he endeavoured to prove. In short, Dry is a man with a clear methodical head, but few words, and gains the same advantage over Puzzle that a small body of regular troops would gain over a numberless undisciplined militia.

1. Point out by what means and accessories the thought in the foregoing extract is developed.

2. Write notes on the style under the following heads: (a) diction, (b) the use and suitability of the figures, (c) errors in grammar.

3. Examine the retrospective reference in l. 4; l. 27. In the latter what device is used to make it clearer?

(a) What is the purpose of the double negative in sentence 3.

(b) Criticise the use of the semicolon in the fifth sentence.

5. Study the second paragraph to exhibit:

(a) Its relation to the first.

(b) Its structure.

(c) The structure of its tenth sentence — "Will, who is acquainted"—. . . . .

## B.

1. Give the general characteristics of Epic poetry. Distinguish its ancient and its modern forms.

2. Give a general sketch of the rise of the drama. What rules govern this form of expression? Illustrate from Hamlet.

3. What is metre? Describe briefly the leading factors of metrical construction. Illustrate from the following extracts:

- (a) And ever against eating cares,  
Lap me in soft Lydean airs  
Married to immortal verse,  
Such as the meeting soul may pierce,  
In notes with many a winding bout  
Of linked sweetness long drawn out.
- (b) Lycidas is dead, dead ere his prime,  
Young Lycidas, and hath not left his peer.  
Who would not sing for Lycidas? He knew  
Himself to sing, and build the lofty rhyme.
- (c) Here will we sit, and let the sounds of music  
Creep in our ears; soft stillness and the night  
Become the touches of sweet harmony.  
Sit, Jessica.
- (d) His means of death, his obscure burial,  
No trophy, sword, nor hatchment o'er his bones,  
No noble rite nor formal ostentation,  
Cry to be heard, as 'twere from heaven to earth.
- (e) One showed an iron coast and angry waves,  
You seem'd to hear them climb and fall  
And roar rock-thwarted under bellowing caves,  
Beneath the windy wall.
- (f) And even there, his eye being big with tears,  
Turning his face, he put his hand behind him,  
And with affection wondrous sensible  
He wrung Bassanio's hand; and so they parted.
- (g) And when they list, their lean and flashy songs  
Grate on their scrannel pipes of wretched straw.

4. Referring to words in common use, show the different pronunciations that the vowel *a* may receive.

5. Indicate the pronunciation of the following words: suit, apparent, ordeal, adieu, hovel, courtesy, hearth, Asia, genuine, Tuesday, light.

*Essays.**Time—One and one-half hours.*

*Note :—The candidate will write on A and on ONE of the themes in B. The text will be based not so much upon the candidate's knowledge of the subject as upon his ability to express his thoughts in good English. Work palpably defective either in spelling, writing, punctuation, or paragraphing will not be accepted.*

## A.

1. Just for a handful of silver he left us,  
 Just for a riband to stick in his coat—  
 Found the one gift of which fortune bereft us,  
 Lost all the others she lets us devote ;  
 They, with the gold to give, doled him out silver,  
 So much was theirs who so little allowed :  
 How all our copper had gone for his service !  
 Rags—were they purple, his heart had been proud !  
 We that had loved him so, followed him, honoured him,  
 Lived in his mild and magnificent eye,  
 Learned his great language, caught his clear accents,  
 Made him our pattern to live and to die !  
 Shakespeare was of us, Milton was for us,  
 Burns, Shelley, were with us,—they watch from their  
 graves !  
 He alone breaks from the van and the freemen,—  
 He alone sinks to the rear and the slaves !  
 We shall march prospering,—not through his presence ;  
 Songs may inspirit us,—not from his lyre ;  
 Deeds will be done,—while he boasts his quiescence ;  
 Still bidding crouch whom the rest bade aspire :  
 Blot out his name, then, record one lost soul more,  
 One task more declined, one more footpath untrod,  
 One more devils'-triumph and sorrow for angels,  
 One wrong more to man, one more insult to God !  
 Life's night begins : let him never come back to us !  
 There would be doubt, hesitation and pain,  
 Forced praise on our part—the glimmer of twilight,  
 Never glad confident morning again !  
 Best fight on well, for we taught him—strike gallantly,  
 Menace our heart ere we master his own ;  
 Then let him receive the new knowledge and wait us,  
 Pardoned in heaven, the first by the throne !

Write out briefly in your own words the thought contained in this poem.

## B.

2. The Death Scene in Sohrab and Rustum.
3. The Commercial Supremacy of America.
4. The Sources of Addison's popularity.
5. The final stages of the Kalmuck flight.

*Constitutional and Industrial History.**Time—Two and one-half hours.*

## A.

1. Compare briefly the cabinet and presidential forms of government. Which do you prefer? Why?
2. Discuss the theory that the House of Lords is a co-ordinate estate of the realm, of equal rank with the House of Commons.
3. Distinguish between the teaching and informing functions of Parliament. Which is the more important?
4. State briefly the nature of Imperial control over Canada.
5. Write brief notes upon (a) the revenue and expenditure of the Dominion Government; (b) how the North-West Territories are governed.
6. What are the main features that give strength and stability to the Canadian form of government?

## B.

1. What are the physical conditions that have favored the development of industries in England?
2. Distinguish clearly between the trade policy of Edward III and that of his successors. State the advantages and disadvantages of each.
3. Sketch the development of agriculture in England.
4. From the standpoint of employer, employee, and consumer discuss the beneficial or injurious effects of machine production.
5. Note briefly the results of commercial intercourse among the nations.

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*Physics.**Time.—Two and one-half hours.*

1. (a) State the laws of liquid pressure.  
(b) How is liquid pressure against the sides and bottom of the containing vessel estimated? Illustrate how this applies to vessels of different shapes.
2. A is a closed cubical tank one of whose inside dimensions is 10 cm. Leading from its side is a tube B whose top is 50 cm. above the interior top surface of the tank.  
(a) What will be the pressure on the entire bottom of the tank?  
(b) What mass of water will the tank contain?



- (c) What will be the pressure on one of the sides of the tank ?
- (d) What will the pressure on top of the tank when (1) the tank alone is filled with water, (2) the tank and tube are filled with water ?

3. (a) State the laws of motion.

(b) Explain and illustrate by diagrams the direction of the trade winds.

4. (a) Taking a watch as an example, give illustrations of kinetic energy, potential energy, work, force, and velocity, and show their relations to one another.

(b) What are the units of work and of energy ? How are they estimated ?

(c) 3,000 cubic feet of water per second flow over a bank 12 feet high. What power does it represent ?

5. (a) Describe an experiment to show that increase in pressure raises the boiling point of liquids ?

(b) If a kilogram of ice at  $0^{\circ}$  C. be changed into steam at  $100^{\circ}$  C. how much of the heat is rendered latent ? How much remains as sensible heat ?

6. (a) Explain the relations which the properties of a sound wave bear to the properties of a sound sensation.

(b) Distinguish the motion of a sound wave from the motion of the air particles which at any instant constitute such wave ?

(c) What are the effects of temperature, density, elevation, and wind upon the velocity of sound ?

(d) Show the difference between discord and harmony ?

7. (a) Explain the position of the image and the kind of image formed with a convex mirror when an object is placed, (1) beyond the centre of curvature, (2) between the centre of curvature and the principal focus, (3) between the principal focus and the mirror.

8. (a) "Color is not a property of any body." Explain.

(b) What is the cause of color blindness ?

(c) Account for the prevalence of yellow and red tints at sunset.

9. (a) Outline the construction and operation of a dynamo.

(b) How may a dynamo be converted into a motor ?

(c) Define : *ampere, volt, ohm*. State their interdependence.

10. (a) What is a magnet ? Explain the different methods of magnetization.

(b) Iron filings are scattered over a sheet of paper. Sketch and account for the forms assumed when (1) a magnet is held laterally under the sheet of paper, (2) the N poles of two magnets are placed an inch apart below the paper.

*Euclid.**Time—Three hours.**Note—Candidates must obtain 34 per cent. in each section.*

## A

1. (a) If one side of a triangle be produced, the exterior angle shall be greater than either of the interior opposite angles. I. 16.

(b) In the figure of (a) join A and F and prove ABCF a parallelogram.

(c) Discuss the validity of the general inference drawn from this proof, that the diagonals of a parallelogram bisect each other.

(d) Two straight lines are drawn to the base of a triangle from the vertex, one bisecting the vertical angle and the other bisecting the base. Prove that the latter is the greater of the two lines.

2. (a) If a straight line be divided into two equal parts, and also into two unequal parts, the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section. II. 9.

(b) Test if prop. (a) be true when applied arithmetically and when applied algebraically.

(c) If the unequal segments be considered separate lines enunciate prop. (a).

(d) If one-half the line and the line between the points of section be considered separate lines enunciate prop. (a).

(e) Deduce prop. (a) from II. 4 and II. 7.

3. (a) In equal circles the arcs which are subtended by equal angles, whether they be at the centres or at the circumferences, are equal. III. 26.

(b) If two chords intersect within a circle, the angle they contain is equal to an angle at the centre standing on half the sum of the intercepted arcs.

(c) Examine prop. (b) when the point of intersection moves (1) to the circumference, (2) to a point outside the circle.

4. Trisect a parallelogram by straight lines drawn from one of its angular points.

5. Two equal circles touch each other externally, and through the point of contact chords are drawn, one to each circle, at right angles to each other; prove that the straight line joining the extremities of these chords is equal and parallel to the straight line joining the centres of the circles.

## B

6. (a) About a given circle to describe a triangle equiangular to a given triangle. IV. 3.

(b) Show from the construction that the triangle may be supposed to revolve about the circle.

(c) Show that the area of the circumscribed triangle is equal to half the sum of its sides into the radius of the circle.

7. (a) To inscribe a circle in a given square. IV. 8.

(b) In what classes of parallelograms can a circle be inscribed?

(c) Inscribe a circle in a given rhombus.

(d) If from any point in the circumference of a circle straight lines be drawn to the angular points of an inscribed square, the sum of the squares on these four lines will be four times the inscribed square.

8. (a) To inscribe a regular hexagon in a given circle. IV. 15.

(b) Determine the ratio of the area of the inscribed hexagon to the area of the described hexagon, the circles being constant.

(c) Show that the area of a hexagon inscribed in a circle, radius 6, is  $2 \times 3\frac{1}{2}$ .

9. (a) Explain the terms ratio, proportion, invertendo, dividendo.

(b) Give Euclid's test of four magnitudes being in proportion. To what magnitudes does this test apply?

10. (a) The sides about the equal angles of triangles which are equiangular to one another are proportionals; and those which are opposite to the equal angles are homologous sides, that is, are the antecedents or the consequents of the ratios. VI. 4.

(b) Divide a given angle into two parts such that the perpendiculars from any point in the dividing line may be in a given ratio.

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### *Algebra.*

*Time—Three hours.*

1. (a) Write the H. C. F. and L. C. M. of:  $ab^qc^{p+1}$ ,  $a^{r+2}b^{p-1}c^q$ , and  $a^3b^{p-2}c^q$  when  $a$ ,  $b$  and  $c$  are prime to each other and  $p$ ,  $q$  and  $r$  are whole numbers.

(b) What value of  $y$  will make  $2(y^2+y)x^2+(11y-2)x+4$  and  $2(y^3+y^2)x^2+(11y^2-2y)x^2+(y^2+5y)x+5y-1$  commensurable?

2. Solve  $ax^2+bx+c=0$ . From your result show:

(1) That an equation of two dimensions has two roots;

(2) The relation between the roots and coefficients;

(3) That surd roots run in pairs.

(b) If  $m$  and  $n$  be the roots of  $ax^2+bx+c=0$ , find the roots of  $cx^2+bx+a=0$ .

(c) Solve  $\frac{1}{15}(x^2+y^2)=\frac{1}{3}(x+y)$  when  $xy=8$ .

(d) The equations  $2x^3+21x^2+34x=105$  and  $2x^3-x^2-76x=105$  have one root in common. Solve either of them.

3. A man about to invest in the  $2\frac{1}{4}$  per cents observes that if the price of the stock had been  $7\frac{1}{3}$  less, he would have received  $\frac{2}{3}$  per cent more interest for his money. What was the price of the stock?

4. (a) Prove that any ratio is made more nearly equal to unity by adding the same positive number to each of its terms.

(b) Examine the effect of subtracting the same positive number from each of the terms of any ratio.

(c) Show that if  $\frac{x}{a(y+z)}$ ,  $\frac{y}{b(z+x)}$ , and  $\frac{z}{c(x+y)}$  be equal and not zero then will  $\frac{x}{a}(y-z) + \frac{y}{b}(z-x) + \frac{z}{c}(x-y) = 0$ .

5. (a) What is meant by saying one quantity varies as another?

(b) If  $a$  depends only on  $b$  and  $c$ , and if  $a$  varies as  $b$  when  $c$  is constant, and varies as  $c$  when  $b$  is constant, prove that when both  $b$  and  $c$  vary  $a$  will vary as  $bc$ .

6. The velocity of a train varies directly as the square root of the quantity of coal used per mile and inversely as the number of cars in the train. If in going a journey of 20 miles in half an hour a train of 12 cars requires half a ton of coal, how much coal will be used by a train of 8 cars in going 16 miles in 24 minutes?

7. (a) Find the arithmetic, geometric and harmonic means between  $a$  and  $c$ . Show that these are in geometrical progression.

(b) Deduce the rule for finding the sum of any number of terms of an arithmetical progression.

(c) The sum of 8 terms of an arithmetical series is 64, and the sum of its third and seventh terms is twice the fifth term; determine the series.

8. If  $a, b, c, x$  are all real quantities, and  $(a^2 + b^2)x^2 - 2b(a+c)x + b^2 + c^2 = 0$ , prove that  $a, b, c$  are in G.P. and  $x$  is their common ratio.

9. (a) Assuming the formula for  ${}_nP_r$  find the formula for  ${}_nC_r$ ,  $r$  being less than  $n$ .

(b) In how many ways can a cricket eleven be chosen out of 30 players; and in how many different ways could two elevens be chosen to play a match with one another?

10. (a) Find the number of permutations of  $n$  things taken altogether, when the things are not all different. Of the different permutations which can be made of the letters in "essences," how many begin with e and end with s?

11. What sum of money at 6% compound interest will amount to \$1,000 in 12 years; given  $\log 106 = 2.025306$ ,  $\log 49,697 = 4.696329$ .

12. (a) Expand  $(1-x)^{-4}$  and show that the coefficients are the sums of the coefficients of  $(1-x)^{-3}$ .

(b) Show that

$$(1-x+x^2-x^3+\&c.) (1+x+x^2+x^3+\&c.) = (1+x^2+x^4+x^6+\&c.).$$

*Trigonometry.**Time—Three hours.*

1. (a) Explain the terms *characteristic* and *mantissa* and state the rule for writing the characteristic of the logarithm of any number.

(b) Write the characteristic of  $\cdot 5$ ;  $\cdot 0007$ ;  $60050\cdot 3$ . What would be the characteristics of these numbers to base 100?

(c) Given  $\log 2 = 301030$  and  $\log 3 = 477121$ , find the log of  $3^{-5} \times \sqrt[3]{4}$   
21·6

2. (a) In defining the ratios of an angle show that the point from which the perpendicular is dropped may be taken anywhere in either arm of the angle.

(b) What convention is necessary to adapt these definitions to an angle in any quadrant?

(c) Prove geometrically that  $1 + \tan^2 A = \sec^2 A$ , and prove the identity  $\tan^2 A \tan^2 B - 1 = \frac{\sin^2 A - \cos^2 B}{\cos^2 A \cos^2 B}$

3. (a) Prove that the area of any triangle is equal to half the product of any two sides and the sine of the included angle.

(b) If  $A$ ,  $B$  and  $C$  are the angles of a triangle, prove

$$\cos A + \cos B + \cos C = 1 + 4 \sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2}$$

$$\frac{\sin A + \sin B - \sin C}{\sin A + \sin B + \sin C} = \tan \frac{A}{2} \tan \frac{B}{2};$$

$$\tan \frac{A}{2} \tan \frac{B}{2} + \tan \frac{B}{2} \tan \frac{C}{2} + \tan \frac{C}{2} \tan \frac{A}{2} = 1.$$

4. (a) Compare the ratios of  $180 + A$  with those of  $A$ ,  $A$  being any angle.

(b) Find without tables the numerical value of  $\sin 1665^\circ$ .

5. (a) Write the four fundamental formulæ, and from them deduce any two of the following:

$$\tan(A+B); \cos A \text{ in terms of } \cos \frac{A}{2}; \text{ and } \cos A + \cos B.$$

(b) The cosines of two angles of a triangle are  $\frac{3}{5}$  and  $\frac{1}{3}$ ; find all the ratios of the third angle.

6. (a) In the relation between the sides and angles of a triangle deduce the "Law of Sines."

(b) Prove  $R = \frac{c}{\sin C} = \frac{b}{\sin B} = \frac{a}{\sin A}$  where  $R$  is the radius of the circumscribing circle.

7. (a) Find a general expression for all angles having the same sine.

(b) Write the general expression for the angle which satisfies the equation  $\tan^2 A + 4 \sin^2 A = 3$ .

8. A tower subtends an angle  $A$  at a point on the same level as the foot of the tower, and, at a second point  $h$  feet above the first, the depression of the foot of the tower is  $B$ . Show that the height of the tower is  $h \tan A \cot B$ .

9. (a) Find the area of a quadrilateral in terms of its diagonals and their angle of intersection.

10. In a rectangular sheet of paper  $ABCD$ , the angular point  $A$  is turned down so as to lie in the side  $CD$ , while the crease of the paper passes through the angular point  $B$ ; show that the area of the part turned down is

$$\frac{1}{2} \frac{AB^2}{BC} \left\{ AB - \sqrt{AB^2 - BC^2} \right\}$$

11. In any triangle

$$(b-c) \cos \frac{A}{2} = a \sin \frac{B-C}{2}$$

— — —  
*Horace and Cicero.*

*Time—Three hours.*

Translate:

O fons Bandusiae, splendidior vitro,  
dulci digne mero non sine floribus,  
cras donaberis haedo,  
cui frons turgida cornibus

primis et venerem et proelia destinat;  
frustra: nam gelidos inficiet tibi  
rubro sanguine rivos  
lascivi suboles gregis.

te flagrantis atrox hora Caniculae  
nescit tangere, tu frigis amabile  
fessis vomere tauris  
praebes et pecori vago.

fies nobilium tu quoque fontium,  
me dicente cavis impositam ilicem  
saxis, unde loquaces  
lymphae desiliunt tuae.

2. Write a brief note on the literary character of the Odes.
3. Point out the rhetorical devices in the above extract.
4. What is the reference in "mero—floribus"?
5. Parse: vitro, donaberis, inficiet, dicente.



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## 6. Translate :

Tyrrhena regum progenies, tibi  
non ante verso lene merum cado  
cum flore, Maecenas, rosarum et  
pressa tuis balanus capillis

iamdudum apud me est. eripe te morae; 5  
ne semper udum Tibur et Aefulae  
declive contempleris arvum et  
Telegoni iuga parricidae.

fastidiosam desere copiam et  
molem propinquam nubibus arduis; 10  
omitte mirari beatae  
fumum et opes strepitumque Romae.

plerumque gratae divitibus vices  
mundaeque parvo sub lare pauperum  
cenae sine aulaeis et ostro 15  
solicitam explicuere frontem.

## 7. Write brief notes on : Maecenas, balanus, aulaeis, ostro.

8. "ne—contempleris." What is the usual construction? Why is it not used in the present case?

## 9. Translate :

Quae cum ita sint, Catilina, perge quo coepisti, egredere aliquando ex urbe : patent portae : proficiscere. Nimum diu te imperatorem tua illa Manliana castra desiderant. Educ tecum etiam omnes tuos, si minus, quam plurimos : purga urbem. Magno me metu liberabis, dum modo inter me atque te murus intersit. Nobiscum versari jam diutius non potes : non feram, non patiar, non sinam. Magna dis immortalibus habenda est atque huic ipsi Jovi Statori, antiquissimo custodi hujus urbis, gratia, quod hanc tam taetram, tam horribilem tamque infestam rei publicae pestem totiens jam effugimus. Non est saepius in uno homine summa salus periclitanda re, publicae. Quam diu mihi consuli designato, Catilinae insidiatus es, non publico me praesidio, sed privata diligentia defendi.

## 10. Parse : perge, metu, habenda est, saepius.

11. Distinguish between : gratiam habere, gratias agere, and gratiam referre.

## 12. What reasons does Cicero give why Catiline should leave Rome?

## 13. Translate :

Neque enim est hoc dissimulandum, quod obscurari non potest, sed prae nobis ferendum : trahimur omnes studio laudis et optimus quisque maxime gloria ducitur. Ipsi illi philosophi etiam in eis libellis, quos de contemnenda gloria scribunt, nomen suum inscribunt ; in eo ipso, in quo praedicationem nobilitatemque despiciunt, praedicari de se ac nominari volunt. Decimus quidem Brutus, summus vir et imperator, Accii,

amicissimi sui, carminibus templorum, ac monumentorum aditus exornavit suorum. Jam vero ille, qui cum Aetolis Ennio comite bellavit, Fulvius, non dubitavit Martis manubias Musis consecrare. Quare in qua urbe imperatores prope armati poëtarum nomen et Musarum delubra coluerunt, in ea non debent, togati iudices a Musarum honore et a poëtarum salute abhorrere.

14. Give a brief summary of the argument in this oration.
15. Write brief notes on: Brutus, Accius, comites, toga.
16. Parse: ferendum, despiciunt, comite, abhorrere.

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*Latin Grammar and Prose.*

*Time—Three hours.*

1. Distinguish between: auxilium and auxilia, castrum and castra impedimentum and impedimenta.
2. Decline together: is audax vir; hoc ipsum tempus.
3. Compare: parvus, frugi, fidus, senex.
4. (a) Give the third person singular pluperfect subjunctive active of: possum, do, volo, eo.  
 (b) What are the principal parts of: absum, edo, tollo, subsequor, jubeo.  
 (c) Give a list of the prepositions that govern the ablative.
5. (a) State the law of the sequence of tenses.  
 (b) Translate:
  - (1) He implored him not to kill his brother.
  - (2) I see that there are many cases that urge him on.
  - (3) I warned him not to do this.
6. Distinguish between the use of the particles ne, nonne, and num. Illustrate by example.
7. What verbs govern the genitive?
8. Translate into Latin:
  - (a) He sent ambassadors to sue for peace.
  - (b) You surely do not suppose that all the captives have been put to death.
  - (c) He promised that he would never return to Rome unless victorious.
  - (d) The law (he said) forbade anything to belong to anyone who refused to obey the magistrates. Let them therefore take away all his property from him.

(c) On the 27th of September he told me he was tired of war; that he had won glory enough by destroying armies and capturing cities.

9. Translate into Latin :

And yet why should I expect you will reform? It is not to be expected. Nature and choice have trained you for the performance of evil deeds, and evil deeds you will always perform. You have long been lying in ambush, but you will soon be openly found by all of us to be what you really are, the enemy of loyal men. Shame and fear have no influence with you, and, in harassing the country with war, you hope to have a field for the display of your endurance. Heaven grant that this ambition may prove your destruction! March forth, then, with your impious band and exult in the thought that you are going to make war upon your native country. Go forth and join those who, you know well, will be waiting for you by the day appointed at Forum Aurelium.

*French Authors.*

*Time—Three hours.*

1. Translate :

Jean se trouvait seul au monde. Il avait quatorze ans. De cette famille, où tous, depuis un siècle, avaient été bons et honnêtes, il ne restait plus qu'un enfant agenouillé sur une tombe et qui promettait, lui aussi, d'être ce qu'avait été son grand-père et ce qu'avait été son père, honnête et bon. Il y a de ces familles-là, en France, et beaucoup, et beaucoup plus qu'on n'ose le dire; notre pauvre pays est en bien des points cruellement calomnié par certains romanciers, qui en font des peintures violentes et outrées. Il est vrai que l'histoire des braves gens est le plus souvent monotone ou douloureuse. Ce récit en est la preuve.

- (a) Distinguish trouver, se trouver, aller trouver.
- (b) Account for the form lui (l. 4).
- (c) Distinguish pays and patrie.
- (d) Write briefly on the uses of *en* as used in this extract.
- (e) *depuis un siècle*. Translate: How long have you been here?
- (f) *qu'on n'ose le dire*. Write a note on the negative as here used.

2. Translate :

Sa petite revue passée, Bettina, sans trop se hâter, ôta ses longs gants de suède et les remplaça par de gros gants de peau de daim pris dans la pochette du tablier de la voiture. Puis elle se glissa en quelque sorte sur le siège, à la place d'Edwards, en recevant de lui les rênes et le fouet avec une extrême dextérité et sans que les chevaux, fort excités, eussent eu le temps de s'apercevoir du changement de main. Madame Scott s'assit à côté de sa sœur. Les poneys piétinaient, menaçaient de pointer.

Mademoiselle fera attention, dit Edwards; les poneys sont très en l'air aujourd'hui.

—N'ayez pas peur, répondit Bettina, je les connais,

(a) Refer the above incident to its proper place in the development of the story.

(b) *eussent eu* (l. 6). Account for the mood employed.

(c) *pris* (l. 3). Parse fully. Write out in all its forms the present indicative, and the present subjunctive.

(d) Distinguish *connais* and *savoir*. Give sentences in illustration.

Translate :

C'est lui, en effet, enveloppé dans son grand manteau, et c'est lui qui, le premier, la voit, la reconnaît. Quelques instants auparavant, il s'était rappelé une longue promenade qu'il avait faite avec elle, un soir, à la nuit tombante, sur cette terrasse. Il avait levé les yeux, et, à cette place même où il se souvenait de l'avoir vue, c'était elle qu'il avait retrouvée. 5

Il la salue, et, tête nue, sous la pluie, se tournant sur son cheval à mesure qu'il s'éloigne, tant qu'il peut l'apercevoir, il la regarde. Il se redisait ce qu'il s'était déjà dit la veille :

—C'est la dernière fois! 10

Elle, avec un geste des deux mains, lui envoyait ses adieux, et ce geste, plusieurs fois répété, amenait ses mains si près, si près de ses lèvres, qu'on aurait pu croire. . .

—Ah! se disait-elle, si, après cela, il ne comprend pas que je l'aime et s'il ne me pardonne pas mon argent! . . . 15

(a) Distinguish *amener*, *mener*, *emmener*.

(b) Il avait levé *les yeux*. Account for this use of the article.

Translate: I give you my hand.

(c) Parse *vue* (l. 5), *nue* (l. 7), *veille* (l. 9) *tombante* (l. 4).

(d) Give a brief character sketch of Jean Reynaud.

## B.

4. Translate :

Je ne m'explique point. Mais quand l'astre du jour  
 Aura sur l'horizon fait le tiers de son tour,  
 Lorsque la troisième heure aux prières rappelle,  
 Retrouvez-vous au temple avec ce même zèle. 5  
 Dieu pourra vous montrer par d'importants bienfaits  
 Que sa parole est stable et ne trompe jamais.  
 Allez: pour ce grand jour il faut que je m'apprête,  
 Et du temple déjà l'aube blanchit le fait.

(a) Who is the speaker in the above extract? To whom are the words addressed?

(b) *pour ce grand jour*. What day is referred to?

(c) *déjà*. Parse.

5. Translate :

Dans ce désordre à mes yeux se présente  
 Un jeune enfant couvert d'une robe éclatante,  
 Tels qu'on voit des Hébreux les prêtres revêtus.  
 Sa vue a ranimé mes esprits abattus. 5  
 Mais lorsque revenant de mon trouble funeste,

J'admirois sa douceur, son air noble et modeste,  
 J'ai senti tout à coup un homicide acier  
 Que le traître en moïn sein a plongé tout entier.  
 De tant d'objets divers le bizarre assemblage  
 Peut-être du hasard vous paroît un ouvrage.  
 Moi-même quelque temps, honteuse de ma peur.  
 Je l'ai pris pour l'effet d'une sombre vapeur.  
 (a) Parse : *abattus* (l. 4), *que* (l. 8), moi-même (l. 11).  
 (b) Who is the speaker, and what the occasion ?

Translate :

Quoi ? vous ne craignez pas d'attirer sa colère  
 Sur vous et sur ce roi si cher à votre amour ?  
 Et quand Dieu, de vos bras l'arrachant sans retour,  
 Voudroit que de David la maison fût éteinte,  
 N'êtes-vous pas ici sur la montagne sainte 5  
 Où le père des Juifs sur son fils innocent  
 Leva sans murmurer un bras obéissant,  
 Et mit sur un bûcher ce fruit de sa vieillesse,  
 Laissant à Dieu le soin d'accomplir sa promesse,  
 Et lui sacrifiant, avec ce fils aimé, 10  
 Tout l'espoir de sa race, en lui seul renfermé ?

(a) Briefly sketch the character of Joad as he appears in the play.

(b) In what respects is "Athalie" different from the typical classical tragedy ?

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*French Grammar, Composition and Sight Translation.*

*Time—Three hours.*

1. Write a note on the use of *il y a* in French. Distinguish from *voilà*. Illustrate your answer by examples.

2. Form the plural of the following nouns : nez, rival, oeil, ciel, chou, bal, gent.

3. (a) Give rules for the comparison of adjectives and adverbs. Compare : bon, mauvais, petit, grand.

(b) Translate into French :

1. She is not so tall as John.
2. My best friends are here to-day.
3. She is happiest when she is alone.
4. They are very kind.

4. State the agreement of the past participle,

(a) In compound tenses with *avoir* ;

(b) In verbs conjugated with *être* ;

(c) In compound tenses of reflexive verbs.

Give an example of each.

5. State how the ordinals are formed from the cardinals. Translate into French: twenty-one horses, in the year 1903, there are two hundred of them,  $\frac{2}{3}$ , the twenty-sixth of June, a fortnight ago, it is half past three.

6. Explain clearly what is meant by tense sequence, and illustrate your answer by examples.

7. (a) Give the adjective and pronominal forms of the interrogative pronouns.

(b) Translate:

1. Which lady has come?
2. Whom did you see?
3. Why did you not tell me that?
4. What are you thinking of?
5. Of whom is she speaking?

8. Write in full the following:

- (a) Pres. subj. of *finir*.
- (b) Pres. ind. of *aller*.
- (c) Conditional of *rompre*.
- (d) Future of *faire*.
- (e) Imperative of *tenir*.
- (f) Present ind. of *devoir*.

9. Translate into French:

- (a) I have my pens and you have yours.
- (b) Good books are good friends.
- (c) Henry was very sick yesterday but he is better to-day.
- (d) Iron is one of the most useful metals.

10. Translate into French:

- (a) The books which I have brought are here.
- (b) My gold watch is prettier than the one you have.
- (c) Is this the church of which you spoke to me this morning?
- (d) Let us look again at what is around us.
- (e) To which of the men is he speaking?

11. Translate into French:

- (a) Be so good as to do so.
- (b) I have made the children study.
- (c) He has just seen him.
- (d) Tell me where your friend is.

12. Translate into French:

- (a) He came three days ago.
- (b) What is the matter?

- (c) She has been singing all morning.
- (d) Do you wish me to stay?
- (e) I cannot tell you.

13. Translate the following into French, giving in each case the reason for the mood and tense employed in each subordinate clause:

- (a) I wish you to come with me.
- (b) They promised that they would come.
- (c) The brothers hope it will not rain to-day.
- (d) It is a pity that John is absent.
- (e) She was afraid that his cousins would arrive to-day.

### B.

Translate into French:

Francis the First that great blockhead saved his reputation and surrounded his name with an undying aureole, by writing to his mother these few kingly words, after his defeat at Pavia: "All is lost, madame, except honour." Is it that this speech does not seem to us to-day as beautiful as a victory? Has it not brought the prince more honour than a conquest of a kingdom? We have forgotten the names of most of the great battles fought at that remote period; shall we ever forget: "All is lost, save honour?"

Translate:

Avant d'aller annoncer à sa mère son heureuse matinée Pierre rentra un instant dans sa barque pour examiner les réparations qu'il aurait à faire à ses filets. Mais quelle ne fut pas sa surprise lorsqu'en les soulevant il aperçut à ses pieds une bourse qui renfermait plus de deux milles francs en or! Sa première pensée fut de croire que c'était un oubli de l'inconnu, et, courant sur-le-champ après lui, il l'aperçut qui causait au milieu d'un groupe d'étrangers. "Monsieur," lui dit Pierre, "voici une bourse que vous avez oubliée tout à l'heure dans ma barque." C'est une erreur, je n'ai rien oubliée dans votre barque: mais cette bourse, fût-elle à moi, mon ami, je vous dirais de la garder pour prix de votre probité! "Mais, au moins, Monsieur, vous me direz votre nom, afin que je sache quel est mon bienfaiteur." Pour toute réponse l'homme à qu'il s'adressait se dégagea de la foule en détachant l'agrafe de son manteau, qui tomba dans les mains du pauvre Pierre de plus en plus surpris. Le pêcheur se décida enfin à retourner au logis.

### German Authors.

Time—Three hours.

1. Translate:

Er warf sich heftig in die Kissen zurueck und lag regungslos mit geschlossenen Augen da. Jeanne trat an sein Lager. Ein unendliches Mitleid mit dem Unglueklichen schlich sich in ihr Herz, als sie sah, wie unter seinen geschlossenen Wimpern hervor Thraene auf Thraene ueber seine blasse Wange rann. Weshalb sollte sie

ihm das Versprechen nicht geben? Weshalb sollte sie nicht sein Weib werden, machte sie doch einen Menschen dadurch gluecklich? Sie selbst hatte ja auf jedes Glueck verzichtet. Sie wuerde nicht gluecklich, aber auch nicht ungluecklich als das Weib dieses Mannes sein, der sie leidenschaftlich zu lieben schien. Der andre, den sie mit der Allgewalt ihres Herzens liebte, der da drueben in dem benachbarten Zimmer mit dem Tode rang, ihm konnte sie ja doch niemals angehören. Niemals—weder im Tode noch im Leben! Es erschien ihr mit einem Male nicht mehr als ein Opfer, Viktor die Hand zu reichen, es erschien ihr vielmehr als eine heilige Pflicht, welche sie ihm ihrem Volke, ihrem Vaterlande schuldig war.

(a) Give the principal parts of: warf, lag, trat, rann, schlich, schien.

(b) What is the force of doch (l. 12) and ja (l. 8).

Translate: Er wird doch kommen. Kommen sie doch herein. Thun Sie es ja.

(c) Give the gender, genitive singular, and nom. plural of: Lager, Herz, Thraene, Glueck, Opfer, Zimmer, Wange.

(d) Parse: leidenschaftlich (l. 10), drueben (l. 11), andre (l. 10).

## 2. Translate:

Die franzoesischen Schuetzen hatten sich hinter die Hecken der Gaerten geworfen und erwiderten das Feuer der preuszischen Soldaten, von denen noch nichts zu sehen war als der Blitz und Rauch ihrer Gewehre. Immer mehr entwickelte sich das Gefecht. Ein knatternde Feuerlinie zog sich an dem Waldrand entlang; dicht bei Château Pernette krachte es ebenfalls, und eine duenne Schuetzenkette brach aus der Schlucht von La Bonne Fontaine hervor, im raschen Lauf auf Château Pernette zustuermend und die Gaerten, Mauern und hecken besetzend, welche das Gehoest umgaben.

(a) von denen . . . zu sehen. Explain any peculiarity of construction. Give rules for the position of the infinitive and the participle (1) in principal sentences (2) in compound tenses.

(b) Parse: denen (l. 3), sich (l. 5), dicht (l. 6), besetzend (l. 9).

(c) Distinguish the following in regard to meaning: ziehen, zeihen, zeigen. Give the principal parts of each.

## 3. Translate:

Das Plateau von Floring und Cazal bot einen furchtbaren Anblick der Zerstoerung, der Verwuestung. Ein groszes Leichenfeld war es, bedeckt mit dem zucktenden Leiben Gefallener, toter oder verwundeter Pferde und Reiter. Herrenlose Rosse jagten mit zerrissenem Zaunzeug und Sattel ueber das Feld, scheu zurueck bebend vor den sich einporrichtenden Verwundeten, oder den Sterbenden mit mitleidsvollem Huf den letzten Stosz versetzend. Den vordringenden Schuetzenlinien fielen Hunderte von Gefangenen in die Haende. In dumpfer Verzweiflung ergaben sich die franzoesischen Reiter den Deutschen. Mit Thraenen blickten sie auf das Gefilde, das das Grab der stolzesten Reiterregimenter Frankreichs geworden war.



(a) Parse: bedeckt (l. 3), scheu (l. 5), *den* (l. 6), Grab (l. 11.)

(b) Distinguish *geben* and *ergeben*; *bitten* and *bieten*. Give the principal parts of the second pair.

(c) ueber das Feld. When does ueber govern the genitive? When the dative? Name other prepositions similarly used.

#### 4. Translate:

Junger Herr, ich bin ein alter, erfahrener Mann und habe mich mein Leben lang gewoehnt die aeuszern Umstaende zu beobachten, und so habe ich immer eine Fuegung gefunden, wo andere nur einen Zufall sehen. Auf jene Blumenausstellung wollte ich nicht gehen, weil mir die Reise zu weit war, allein meine Tochter bat mich darum, ja, sie bestand foernlich darauf, so dasz ich nachgeben muszte. Ist das nicht eine Fuegung? Sie muessen dort meine Tochter sehen. War das nicht eine Vorahnung von dem Kinde? 5

Ich will es fuer die schoenste halten, wenn ich das Glueck habe, Ihre Tochter heimzufuehren. Professor Rautenstrauch sagte mir, das ich Hoffnung habe. 10

(a) muessen. Name the modal auxiliaries.

(b) die schoenste. Explain the use of the adjective.

#### 5. Translate:

GERTRUDE (*zornig*). Warum ich lebe?! Das ist mir doch noch nicht vorgekommen! Das hat mir noch niemand gesagt! Ich lebe deshalb, dasz solche personifizierten Buchstaben, wie ihr seid mich quaelen und aergen koennen. Das ihr mir alle meine Sorge, meine Plage mit euch mit Undank lohnen dasz ihr eurer alten Tante, die fuer euren Tisch, eure Kleidung, euer biszchen Hauswesen sorgt, den Tod wuenschen koennt! Ich lebe euch wohl schon zu lange? O, ich weisz es wohl, ich bin euch zur Last. 5

WILHELM. Aber beste Tante, davon war ja gar nicht die Rede.

JAKOB (*zu Wilhelm*). Geschieht dir ganz recht; warum laessest du dich mit Frauen in Streitfragen ein. Sie bleiben niemals bei der Stange. 10

(a) biszchen. What is the force of the ending—chen? Give a similar example.

(b) Decline in singular and plural: solche personifizierten Buchstaben; eurer alten Tante.

#### 6. Translate:

BRUNHILDE. Mit einem Worte: ich bin entschlossen niemals einem Manne meine hand zu reichen, der vor mir schon eine andere geliebt hat. Wer schon einmal geliebt, weisz, dasz man eine Liebe vergessen, dasz man zum zweitemal lieben kann. Und wer zum zweitemale liebt, kann's auch zum dritten, vierten, fuenftenmale—und der Gefahr moechte ich mich nicht aussetzen. Wenn ihr Maenner so viel darauf gebt, die erste Liebe eines Maedchens zu bekommen, so musz uns das auch erlaubt sein, und ich wenigstens halte an dieser Bedingung fest. 5

*German Grammar and Composition.**Time—Three hours.*

## A.

1. Decline together in singular and plural the German for :
  - (a) This large black horse.
  - (b) Her old knife.
  - (c) What kind of meat.
2. Give the gender, gen. sing., and nom. plu. of the following nouns :  
Abend, Welt, Leid, Flut, Fenster, Brief, Strasze, Bild, Herz, Nacht.
3. Give the infinitive, the past participle, and the second person singular of the present indicative of the following :  
Kam, lag, sah, wollte, geht, stand, schlief, nahm.
4. Compare : gern, gut, viel, hoch.
5. Write a note on the different uses of : der, welcher, and wer. Give examples in illustration. Note any peculiarities in the declension of any of them.
6. Show by examples the use of moegen, koennen and lassen.

## B.

1. Give the German corresponding to the following :
  - (a) The day after tomorrow.
  - (b) At half past three.
  - (c) Ten times.
  - (d) In the morning.
  - (e) A week ago today.
  - (f) For the most part.
  - (g) Once upon a time.
2. Translate into German :
  - (a) Were you ever in this church ? I was never in it.
  - (b) The horses in this field are much larger than those in that.
  - (c) In the gardens of the king are many tall trees and also beautiful flowers.
  - (d) The shortest days are in December but in June the days are longest.
3. Translate into German :
  - (a) What is the name of the gentleman we met (begegnen) on the street yesterday ?
  - (b) A stone fell on his head.
  - (c) The boys' pens are on the table.
  - (d) The houses in the town are mostly small.

## 4. Translate into German :

- (a) The man who was here went away on Sunday evening.
- (b) Will you be so kind as to lend me your pen ?
- (c) I am sorry but I gave it to Henry.
- (d) He has long been wanting to buy a house.

## 5. Translate into German :

(a) They awaited for a few days the arrival of Victor who had obtained leave of absence (Urlaub) for a week.

(b) "Tomorrow or the day after," said he then in a hollow (dumpf) voice, "we shall have the marshal's troops here."

(c) "My uncle is taking a short walk. He will soon be back," replied Jane, collecting herself (sich fassen) forcibly, and intentionally turning away so that the officer would not see her face.

(d) In the morning they awaited Victor for breakfast in vain. Madam Hoffer betook herself to her son's bedroom and after a few moments, pale with terror, came back with the news that Victor lay in a burning (heftig) fever. The captain hastened to the bedside of the wounded man who no longer recognised him but in his fever-fancies (Fieberphantasien) thought himself in the battle.

## C.

Translate :

Der Holzherr antwortete: "Ich will dir nicht im Wege sein, Michel, wenn du ein wenig hinaus willst in die Welt; zwar beim Holzfaellen brauche ich starke Leute wie du bist, auf dem Floss aber Kommt es auf Geschicklichkeit an doch es sei fuer diesmal." Und so war es; der Floss mit dem er abgehen sollte, hatte acht Gleich, und waren im letzten von den groeszten Zimmerbalken.

## PROFESSIONAL.

## FIRST AND SECOND CLASS.

*Psychology.*

*Time—Two and one-half hours.*

1. By an example show how to obtain a percept. From the same illustration show that former experiences are used in the interpretation of new ones.

2. Discuss the educational value of manual constructive work as training in sense-perception.

3. (a) Show by illustration that each of the following depends on attention: *perception, memory, recollection, feeling and willing.*

(b) Show how the power of voluntary attention is developed.

4. State the difference between *imagination* and *memory*. Discuss the necessity for the former, both to the pupil and the teacher, in the subjects of history, literature and manual training.

5. (a) What are the main causes of incorrect judgments.  
(b) Show how you will endeavor to train children to avoid each.
  6. "Power and tendency are the necessary resultants of all psychical action." Explain this statement and show its bearing on (a) culture of the feelings, (b) memory, (c) training in good manners.
  7. (a) Discuss the growth of the moral sentiment in a child.  
(b) Show the importance of your conclusions in the education of the child's moral nature.
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### *History of Education.*

*Time—One and one-half hours.*

*Note—First Class students will omit questions 4 and 6; Second Class students questions 1 and 5.*

1. "We have thus three different systems of education: (1) the National; (2) the Theocratic; (3) the Humanitarian."—*Rosenkranz*.  
State in a general way what each of these systems does for the individual.
  2. Give the leading features of the Jesuitic system of education.
  3. "Rousseau must be reckoned among the greatest pedagogical writers of modern times." Give a brief account of Rousseau and his work.
  4. Write short notes upon any *two* of the following: Ratich, Comenius, Locke, Froebel.
  5. Mention three important principles emphasised by Spencer. How would you employ these in school work?
  6. State as fully as you can the purpose of the Kindergarten. What use can be made of kindergarten ideas in primary work?
- 

### *School Organisation, Management and Law.*

*Time—Two hours.*

1. "The essential and vital function of school government lies in the training of the pupil in habits of self-control and self-direction."—*White*.  
(a) Mention the more important habits of school conduct you will endeavor to obtain in your pupils. (b) Briefly show in their positive and negative aspects the importance of *two* of these.
2. (a) What are the advantages of a Time Table (i) to the pupils, (ii) to the teacher? (b) What are the chief points to be observed in constructing a Time Table for an ungraded school?

3. Outline your treatment of (i) a child of thirteen years persistently stubborn, (ii) a child of six habitually quarrelsome. Use the headings: (a) probable cause, (b) remedial measures, (c) injudicious treatment.

4. (a) Show the character of *natural* and *artificial* incentives. (b) Discuss the limits of the latter.

5. State the usefulness of direct moral instruction, and show how it may be given.

6. What do you regard as the best mode of distributing light in the school room? Give reasons for your answer.

7. State the provisions of The School Ordinance relating to (a) religious instruction, (b) payment of fees, (c) purchase of school libraries, (d) nature of teacher's report at the annual meeting, (e) duties of teacher in regard to suspension.

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### *Reading, Literature and Spelling.*

*Time—Two and one-half hours.*

*Note.—First class students will omit questions 2 and 4; Second Class, questions 5 and 6.*

1. In teaching the first steps of reading show the *place* and *relative importance* of methods with which you are familiar.

2. "The period of childhood is the golden age of fancy, the one time when the fancy holds the sole right of eminent domain."—*McMurray*.

Discuss the importance of this statement. Show how it should influence you (a) in choosing a selection for reading, (b) in the manner of conducting the lesson.

3. Tell briefly the means you would employ to insure (a) correct pronunciation, (b) clear articulation, (c) proper expression.

4. Discuss the importance of a good school library. State what you propose to do in order to secure such.

5. (a) State the use you would make of Nature Study in primary reading.

(b) Give a brief outline of a lesson in reading based on past work in this subject to a class that has been at school for six months.

6. "The man who doubts whether literature can be taught must have strange notions of the meaning of the word teaching."—*Laurie*.

Give briefly the substance of Laurie's remarks on the teaching of literature in schools.

7. (a) Discuss briefly the importance of oral reading in relation to literature.

(b) The following stanza is assigned for oral reading. Indicate the preparation you think necessary before requiring pupils to express the thought.

There's a merry brown thrush sitting up in the tree ;  
 He's singing to me ! he's singing to me !  
 And what does he say, little girl, little boy ?  
 " Oh, the world's running over with joy !  
 Don't you hear ? Don't you see ?  
 Hush ! look ! in my tree  
 I'm as happy as happy can be ! "

8.

The Assyrian came down *like the wolf on the fold*,  
 And his cohorts were gleaming in purple and gold ;  
 And the *sheen of their spears* was like stars on the sea,  
 When the blue waves roll nightly on deep Galilee.

Like the leaves of the forest when summer is green  
 That host with their banners at sunset was seen ;  
 Like the leaves of the forest when autumn hath blown  
 The host on the morrow lay withered and strown.

For the *Angel of Death* spread his wings on the blast  
 And breathed in the face of the foe as he passed ;  
 And the eyes of the sleepers waxed deadly and chill,  
 And their hearts *but once heaved*, and for ever were still

And there lay the steed with his nostrils all wide,  
 But through it there *rolled not the breath of his pride*.  
 And the foam of his gasping lay white on the turf  
 And cold as the spray on the rock-beating surf.

And there lay the rider, distorted and pale,  
 With the dew on his brow and *the rust on his mail* ;  
 The tents were all silent, the banners alone,  
 The lances unlifted, the *trumpet unblown*.

And the widows of Ashur are loud in their wail,  
 And the idols are broke in the temple of Baal ;  
 And the *might of the Gentile*, unsmote by the sword,  
*Hath melted like snow in the glance of the Lord.*

—*The Destruction of Sennacherib.*—Byron.

The foregoing stanzas have been assigned as a lesson in literature to a Standard V class. Teach a lesson that shall develop the following points.

- (a) The main object of the author and his method of securing it.
- (b) The relation of each stanza to the central theme.
- (c) Particular explanation of the italicised parts.

*Note.*—If the method of question and answer is employed students must supply answers to questions asked. (Time for lesson—25 minutes.)

9. (a) Give the substance of Landon's views on "dictation as a method of teaching spelling."

(b) What means do you intend to employ in your school in order to improve the spelling.

*Grammar, Composition and Writing.*

*Time—Two and one-half hours.*

*Note.—First Class students will omit questions 4, 7 and 8; Second Class students, questions 1 and 5.*

1. Discuss the value of Grammar as a school study (*a*) from an educational standpoint, (*b*) from a practical standpoint.

2. Indicate in outline the course you intend to follow in teaching the subject of Grammar. Justify your arrangement.

3. Outline clearly your plan of teaching *one* of the following to a Standard IV class: classification of pronouns, passive voice, noun in apposition, subjunctive mood.

4. What are the main advantages and disadvantages of a text book in the teaching of Grammar?

5. "In teaching formal or abstract studies such as grammar the method must be *real*."—*Laurie*.

Give the substance of his remarks as to what constitutes the *real* method in teaching grammar.

6. You assign your class in Standard III *one* of the following topics for an exercise in composition: *Lucy Gray, Christmas Day, The Camel*.

(*a*) State clearly the nature of the *oral* work you would do before the exercise is written.

(*b*) Indicate how you would examine and correct the finished exercise.

7. What values do you attach to (*a*) pictures, (*b*) stories, in primary language work. Name *five* pictures and *five* stories suitable for Standards I and II. State the principles guiding your selection.

8. Your pupils use the following incorrectly: (*a*) shall and will, (*b*) apostrophe, (*c*) quotation marks. Outline a lesson plan to correct *one* of these errors. Assign seat work that would follow the lesson.

9. (*a*) In teaching Writing to a junior class give your classification of the small letters.

(*b*) When and how would you teach the letter "f"?

(*c*) State what you consider the correct position of the body in writing. Give reasons for your answer,

*Mathematics.**Time—Two and one-half hours.**Note.—Question marked \* for First Class Candidates only.*

1. Outline your method of procedure in the first year's study of Arithmetic.

2. Show (a) the preliminary knowledge you will expect, (b) the method of procedure, in presenting formal percentage to a class in Standard III.

3. Give a brief outline of a plan for teaching "carrying" in addition.

4. Find the gain per hundred dollars on a cargo of raw sugar bought at \$53 per ton of 2,240 lbs., refined at a cost of \$1.35 per hundredweight of refined sugar and sold at 6¼c. per lb, if 7 lb. of raw sugar yield 5 lb. of refined sugar.

(a) What difficulties will a class probably experience in the solution of this problem? (b) Indicate your method of removing these difficulties. (c) Give an acceptable solution. (d) Show two methods of verifying your answer.

5. A huckster bought a certain number of apples at the rate of 5 for 2c. and sold one-half of them at the rate of 3 for 1c. and the other half at the rate of 2 for 1c., gaining altogether 4c. How many apples did he buy?

(a) Write a series of questions that will lead from the data given in this problem to the algebraic equation necessary for its solution. (b) Write the answers you expect from the pupils. (c) Give an acceptable arithmetical solution.

6.\* Outline a method of leading pupils in Standard V to reduce

$$\frac{x^6 - y^6}{x + y}$$

7. [*Geometry.*] (a) Draw a circle of four inches diameter; inscribe an equilateral triangle and construct a square equal in area to this triangle. Write out the whole of the construction.

(b) Prove the result by mensuration and find also the area of the segments outside the triangle.

8. [*Geometry.*] Draw two parallel lines and a perpendicular from one to the other. Bisect the perpendicular and through this point draw an oblique line to cut both the parallels. Prove by three different methods that the bases of the two triangles thus formed are equal and state the advantage of each method. What work would have to precede this in each case?

9. What means may be used in teaching a pupil to attack a problem in Euclid?



*History and Geography.**Time—Two hours.**Note.—First Class Candidates will omit questions 3, 6 and 7 ; Second Class, questions 4, 5 and 9.*

1. "In selecting material for teaching and in determining his methods the teacher will often find it of service to take as his guide certain simple general principles as applied to history, the truth of which is generally acknowledged."—*Landon.*

Give some of these principles. Comment briefly upon each.

2. Make out a plan in detail for a lesson, or series of lessons, to Standard V on *one* of the following: Government of Canada, Feudalism in England, The Peasants' Revolt 1381, American War of Independence.

3. Show the matter you would introduce and your mode of procedure in a lesson on *one* of the following to a class in Standard III; Lord Durham, Frontenac, Simon de Montfort, Charles the First.

4. (a) Discuss the importance of associating History with Geography.

(b) Illustrate the geographical side *either* (a) of the War of 1812-14 or (b) of the Seven Years' War.

5. "History and its allied branches are better adapted than any other studies to promote the invaluable mental power we call the judgment."—*Committee of Ten.*

Criticise the statement.

6. Discuss the *place* and *use* of the following in History and Geography: map drawing, pictures, supplementary reading.

7. "The elementary notions which form the basis of all true geographical teaching must be gained through the senses."—*Landon.*

(a) Expand the foregoing statement.

(b) Illustrate it in its application to (i) the subject-matter of Geography, (ii) the method of teaching it.

8. (a) State in order the subjects of a series of lessons on the continent of South America (Standard III).

(b) Give a sketch of the blackboard illustrations you would use.

(c) Indicate the nature of the seat work, or home work, that would follow each lesson.

9. In teaching a Standard V class *either* (i) the climate of the North-West Territories or (ii) the relation of the St. Lawrence River Basin to the commerce of Canada, give

(a) The nature of the pupils' presupposed knowledge,

(b) An outline of your lesson plan,

(c) Your blackboard summary.

*Nature Study and Agriculture.**Time—Two hours.*

1. (a) Compare the subjects Science and Nature Study under the headings (i) subject-matter, (ii) aims. (b) To what extent and in what way will you strive to make this latter subject of practical benefit?

2. Discuss (a) the use of books, (b) the necessity for apparatus, (c) the advisability of making collections, in Nature Study.

3. Outline a series of questions you would give pupils in Standards III and IV that would direct to independent investigation on the frog, toad, gopher, or fish.

4. A bird's nest is discovered in a shrub near the school. (a) What is the nature of the observations you will expect from your pupils? (b) What is the nature of the help you will give? (c) What advantages do you expect from this particular exercise?

5. Outline a lesson, or a series of lessons, to Standard IV, *either* on properties of soil, *or* on the relation of water to the plant.

6. Indicate the subject-matter of a series of lessons on the relation of tillage to the retention of moisture in the ground.

*Music.**Time—One and one-fourth hours.**Note.—Questions 1 and 2 must be taken. Four questions make a full paper.*

1. (a) What would you do to preserve the quality of the voices of children?

(b) In teaching a new song how would you secure good expression?

2. (a) Write the following on the staff with the correct signature and the time names:

Key of Eb, 2/4 time.

11.22.	3.5.	66.53.	2.—.
88.76.	5.4.	35.42.	1.—.

(Note.—Period signifies the end of one beat, vertical line the end of a measure, horizontal line a rest.)

(b) In teaching the above song what difficulties would you expect in the time and intervals? How would you meet these in each case?

3. (a) Give the outline of a first lesson on 3/8 time; or, (b) state the plan of a lesson introducing your class to staff notation.

4. (a) Give the position on the staff of the following in the keys of C, E and A flat:

do, mi, sol, la, fa.

(b) Show do and give the signatures on the staff for the keys of D, G, B flat and D flat.

(c) What are the syllables for the following pitches in the key of A: F natural; B flat; D; E sharp; C natural.

5. A class in Standard III is beginning the study of music. Outline briefly your plan of work for the first year.

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### *Drawing.*

*Time—One and one-half hours.*

*Questions 2 and 5 to be on foolscap; 1, 3 and 4, on drawing paper.*

1. Make a freehand drawing—from the objects—of a small pail placed on a four-legged stool.

2. Arrange a series of four lessons suitable for Standard IV, *either* on an object similar to a rectangular prism, *or* an object similar to a cylinder. Give the aim, and indicate briefly the subject matter of each lesson.

3. Draw to a scale of three-quarters of an inch to a foot, the *plan*, *elevation* and *development* of a cylinder two feet six inches high and one foot three inches in diameter.

4. Draw with brush and ink, *either* a simple calendar page for October, 1903, using a grass or twig decoration, *or* a border that would be suitable for a book cover, using the "blob" spot.

5. State the general aim of *each* and give a short outline of suitable work for Standard I in *one* of the following: drawing from memory; drawings of action; drawing in illustration of a story.

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### FIRST CLASS.

#### *Philosophy of Education.*

*Time—Two and one-half hours.*

1. What are the several elements that appear in the "act of learning?" State the importance of each.

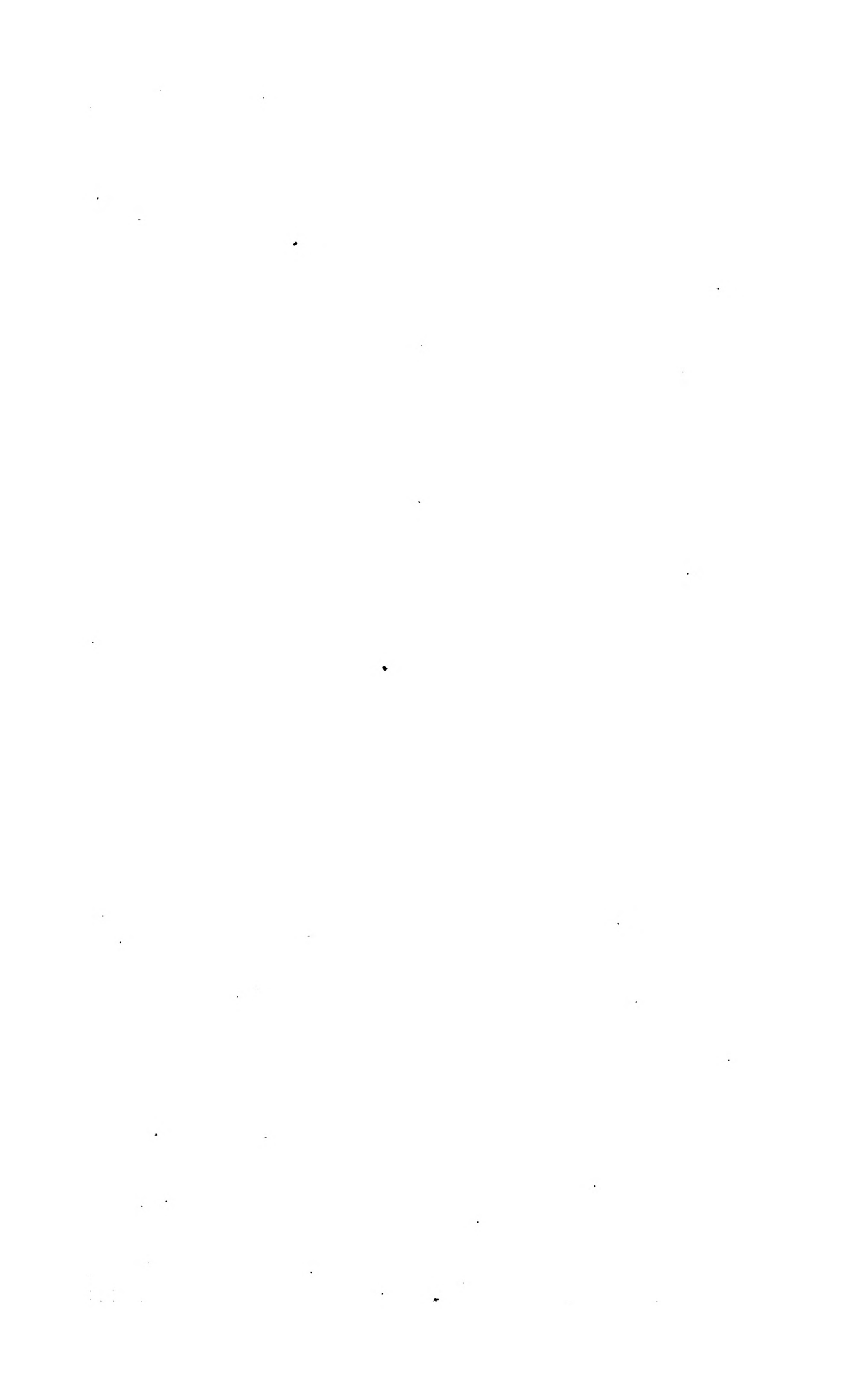
2. What, according to Rosenkranz, should be the fundamental idea of gymnastics? Discuss briefly his views regarding the motive of utility in teaching gymnastics.

3. Discuss fully the advantages and disadvantages of *isolation* as a form of punishment.

4. "The subject must be adapted to the consciousness of the pupil." Show the importance of the statement according as the pupil is in the stage of (a) sense-perception, (b) image-conception, (c) thinking.

5. "The social development of man constitutes the beginning of a practical education." Give the substance of Rosenkranz's remarks regarding the work of (a) the family and (b) civil society, in Social Culture.

6. Sketch the line of argument used by Spencer to show the value of History as a means of fitting a man for citizenship.









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